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CHASE, PHILIP E. A Survey of the Physical Education, Intramural, Interscholastic and Recreation Programs for Delinquent Youth Confined in the Juvenile Correction Training Schools in the State of North Carolina. (1970) Directed by: Dr. Pauline A. Loeffler. pp. 150

The central problem in this study was to identify the status of physical education programs, intramural programs, interscholastic programs and recreation programs for delinquent youth confined in eight juvenile correction schools in North Carolina. The literature reviewed in preparation of this study included material pertaining to definitions of juvenile delinquency, history of juvenile correction institutions, causes and characteristics of juvenile delinquency, organizational structure of training schools and physical activity programs.

A questionnaire was constructed to obtain facts regarding the activity programs and was distributed to each physical education instructor employed by the Board of Juvenile Corrections. All questionnaires were returned. Check lists were constructed to expedite obtaining information concerning activities, equipment and facilities used in carrying out the physical education program.

Various aspects of the program at each of the training schools were observed as well as an interview utilized to obtain pertinent information.

In general, students confined to the training schools receive a broad program of physical activity. Major emphasis is placed on team sports. Individual sports, dance, body

conditioning, recreational activities and games of low organization complete the program.

The majority of the training schools had facilities and equipment suitable for a wide variety of physical education activities.

The programs appeared to have administrative support and were led by competent and professionally qualified instructors.

The study was not designed to evaluate the program, and suggestions were made for follow-up studies to determine this information.

A SURVEY OF THE PHYSICAL EDUCATION, INTRAMURAL,  
INTERSCHOLASTIC AND RECREATION PROGRAMS FOR  
DELINQUENT YOUTH CONFINED IN THE JUVENILE  
CORRECTION TRAINING SCHOOLS IN THE STATE  
OF NORTH CAROLINA

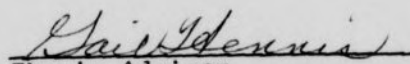
by

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## CHAPTER I

### INTRODUCTION

The children of today are the adults of tomorrow. This is the pathway which all must pass. Some persons find growing up more difficult than others; some find the struggle harder to resolve; some wish to escape its pains. Each in his own way expresses his personality and, by his behavior, symbolizes the direction that he is taking along the avenue of life. (3:3)

Delinquent youth attract the attention of sociologists, psychologists, psychiatrists, social workers, the police and the courts. The volumes of books, papers and reports on the subject illustrate a wide range of interest in delinquency from many professional disciplines. There is an increased awareness among the public over the problems of crime and delinquency. This concern is genuine and reflects a willingness to share the responsibility for doing something about the problems of delinquent youth. We are also seeing the national government make a positive effort to solve the problems of crime and delinquency.

Until recently, the programs and services which have been incorporated into juvenile correction practice have been the expression of well-educated hunches, stimulated by a sense of humanitarianism. Researchers have been concerned with the investigation of causes and characteristics of juvenile delinquency rather than the rehabilitation of the delinquent.

Bucher (1), Cohen (3), Gibbens (24), Glueck (4), Goldberg (5), Lesser (25), Reeves (10), and Steel (14) agreed that the inability to use leisure time wisely, the lack of a wholesome outlet for energies and improper adult guidance are contributory factors to juvenile delinquency. Even with this general agreement, little support has been given to program evaluation, experimentation, demonstration or research of the program structure within the juvenile correction schools.

Physical education has an important role in the rehabilitation of youthful delinquency. Within a properly developed physical education program, the delinquent is provided an opportunity to release energies and control aggression through socially accepted means. The delinquent has the opportunity to develop an appreciation for a wholesome use of leisure time and understanding of socially approved patterns of personal behavior.

Identification of the present status of physical activity programs in the juvenile correction schools is a necessary entrance to program evaluation and future research. Proper program development in physical education has the potential for assisting in the rehabilitation of the delinquent and for aiding his return to being a useful and productive citizen in our society.

## CHAPTER II

### STATEMENT OF THE PROBLEM

The central problem in this study was to identify the status of physical education programs, intramural programs, interscholastic programs and recreation programs for delinquent youth confined in eight juvenile correction training schools in the State of North Carolina.

It should be recognized that the present study was designed to determine what is available to students participating in the various activity programs in the correctional schools investigated. This study was not designed to evaluate those programs.

### CHAPTER III

#### REVIEW OF THE LITERATURE

In order to gain an understanding of juvenile delinquency and the juvenile correction school program, the review of the literature includes definitions, causes and characteristics of juvenile delinquency. The review also includes a historical synopsis of juvenile correction institutions and the organizational structure of training schools for the delinquent youth with primary emphasis on the North Carolina training school program.

#### DEFINITIONS OF JUVENILE DELINQUENCY

Tait (16) advised that the words juvenile and delinquent were used as far back as Roman times. The modern term, juvenile delinquency, is only a little over a century old. Tait defined delinquency as "A social phenomenon, namely an anti-social act involving interaction between an individual and society." (16:19) Hathaway (6) used the term juvenile delinquency to mean that the individual of juvenile age has been guilty of offenses which law enforcement agencies considered severe enough to justify placing his name on public records. In discussing psychiatric aspects of delinquency, Gibbens (24) used a definition supplied by Dr. Lucien Bovet, who stated that delinquency is a bio-psycho-social phenomenon.



In North Carolina a juvenile delinquent is a child who, as a result of a violation of law or custom of the community committed before he has reached his sixteenth birthday, is brought before a juvenile court, is given an official though informal hearing, and is found to be in need of the guidance, protection and guardianship of the state. (11:9)

Criminal courts have exclusive jurisdiction over juveniles for crimes punishable by over ten years. The statutes regarding juvenile delinquency are generally a part of criminal law but exempt the child from criminal responsibility with the primary purpose of being educative and corrective rather than punitive. (21)

#### CAUSES OF JUVENILE DELINQUENCY

Cohen (3), in discussing juvenile delinquency, asserted that our youth of today are asking for assistance. They are not asking to be told what to do, but to be advised how to do it. The youth are not asking for rules, but for understanding. An estimated one to two per cent of children between the ages of seven and seventeen are brought into juvenile court annually. An additional one to three per cent are known to the police. (16) Seventy per cent of the annual two per cent brought into juvenile court represents children who have not been known to the courts previously. At any given point in time there are almost two million young males who are either currently, or were recently delinquent and who have experienced single or multiple appearances in the juvenile courts. When the delinquent females are added, the figure surpasses the two and one-half million mark. (29)

In a recent study, Gibbens (24) indicated that three-fourths of the children dealt with by the police for misbehavior were not referred to juvenile court, but were handled by the police. He also asserted that delinquency was at its maximum between the ages of thirteen and fifteen. This is a time when the child is particularly concerned over relations with his contemporaries.

Prominent characteristics of this age group were stated as follows:

1. Rapid growth.
2. Age of loyalty.
3. The peer group assumes great importance.
4. Power of abstract reasoning developing.
5. Desire for excitement and adventure.
6. Hero worship and susceptibility to adult leadership.
7. Fighting tendency strong in boys.
8. Confidence in oneself frequently lacking.
9. Tendency to become moody and unstable.
10. Mutual sex attractions.
11. Increasing power of attention.
12. Strong desire to belong.
13. Difference in maturity of boys and girls.
14. Emotions strong and not well under control.
15. Lack of understanding of adult point of view.
16. Impatient with parental restraint. (18)

Three commonly expressed theories as to why delinquency exists are: (a) results from severe frustrations suffered by the growing child; (b) expression of rebellion, and (c) the failure of a young male to be able to identify himself with what is professionally referred to as a male authority figure. (31)

Arthur Miller (9), the noted playwright and author, wrote that no one knows the cause of delinquency, but he strongly felt that boredom was the main problem. Glueck (30) asserted that the

tendency was to hand everything to the adolescent on a platter. Very little effort is required on the part of the adolescent and he has become bored with life. Steel (14) stated that teenagers look at the adult world with mixed feelings. They want to be accepted as adults, yet they often resent much of the adult world. As a result, some rebel in minor ways and some express their tensions through criminal acts.

According to Glueck (4), delinquency is caused by the aggregate of conditions producing the behavior. Lesser (25) stated that the kind of conscience a child develops is dependent upon the emotional feelings between the child and the adults closest to him. He also asserted that since a child's sense of right and wrong is not inherent, but must be developed, the responsibility of the child's development rests with the family. Fulfilling this responsibility is the most important work of our society.

Glueck (30) advised that delinquency has been experiencing rapid growth since World War II. During this time, more and more mothers are going to work and leaving their children. Children have become deprived of the sense of security needed from their mothers during their early years. They are also deprived of constant guidance. Parental attitudes toward discipline are changing quite rapidly, with the trend being toward more permissiveness and the placing of fewer restraints on behavior.

Cohen stated:

It is an unfortunate fact of our society that a certain number of youngsters will find their way into institutions,

either because their homes are unable to provide for them, or because no other homes are available at the time, or because their own actions have brought them into conflict with the law. (3:5)

#### CHARACTERISTICS OF THE JUVENILE DELINQUENT

Probably not over one-third of the children seen in the juvenile courts fall into the conventional categories of active psychosis or psychoneurosis. The majority of children seen in the courts can be classified as having personality disorders, or transient situational disorders. (16) Hathaway stated:

Delinquency, as seen from individual case to individual case, manifests multiple personality patterns. Among such patterns may be the neurotic, psychotic, character disorder, and other syndromes that appear in adult mental illness. (6:10)

It should be noted that some of the patterns or symptoms seen in adult mentally ill patients are more common among juvenile delinquents than chance would suggest. (6)

Sheldon and Eleanor Glueck (4) compared five hundred persistent delinquents to five hundred proven non-delinquents in a scientific and systematic attempt to relate body morphology to traits of temperament and personality. They were particularly interested in determining if there was any evidence to support that somatopsychic structure played a significant role in delinquency. This study showed that delinquents as a group were distinguishable from non-delinquents as follows:

Physically - the mesomorphic body type was found to be the "core" of the delinquent group and had higher delinquency potential than other body types.

Temperamentally - the delinquent group was found to be more restlessly energetic, impulsive, extroverted, aggressive, emotionally unstable and destructive than the non-delinquent control group.

Attitude - the delinquents were distinguishable by being hostile, defiant, resentful, suspicious, stubborn, socially assertive, adventurous, unconventional and non-submissive to authority.

Psychologically - the delinquents in the control group were less methodical in their approach to problems.

Socioculturally - the delinquents in the control group were distinguishable as having been reared in homes of little understanding, affection, stability, or moral fibre by parents usually unfit to be effective guides and protectors.

Lesser (25) found that the majority of children coming before the courts were underprivileged children from impoverished and overcrowded homes located in deteriorated neighborhoods. He also found that a large number of the children came from broken homes. Goldberg (5) supported Lesser's findings in an extensive study of delinquent girls.

Based on annual reports, Cavan (2) described the typical training school boy as a youth of fifteen years, committed for a serious theft. He had probably been on probation prior to his commitment; had either failed to adjust, or had committed a new offense. Intelligent test scores showed the delinquent to be dull or normal, and retarded approximately two years in school.



The typical delinquent boy was not afflicted with serious physical handicaps although his health had been neglected insofar as protective measures against disease were concerned. His personality was normal and he came from a low economic background.

The training school girl had many of the same characteristics. However, she was a year younger and her offenses were related to incorrigibility, sex offenses, and running away from home. The delinquent girl was more likely than the boy to have had a prior commitment and less likely to have been on probation.

Glueck (30) stated that basic research showed that about 50 per cent of the delinquents they studied began to show clear signs of maladjusted behavior at the age of eight or under. Virtually 90 per cent showed these signs at the age of ten or under.

#### HISTORICAL SYNOPSIS OF JUVENILE CORRECTION INSTITUTIONS

The first facility for juvenile treatment may be traced to 1704 when Pope Clement XI founded an institution for delinquent youth at the Hospital of Saint Michael in Rome. Germany and Great Britain followed Rome's lead by establishing institutions for youthful offenders in the 1700's. In 1825, the New York House of Refuge, sponsored by the Society for the Prevention of Pauperism, was established as a specialized private institution for juveniles. (22) Sutherland (15) explained that prior to 1825 children could be tried and treated for violations



of law as adults. The only exception of the ruling being that a child under seven years of age was regarded as not responsible and, therefore, as incapable of committing a crime. Children and adults were thrown together in jails, workhouses, brick-houses and then in larger penitentiaries. The undesirable consequences of the incarceration of juveniles with adults in penitentiaries soon became apparent. (22)

Thurston (17) pointed out that following the establishment of the New York House of Refuge, similar institutions were opened in Pennsylvania in 1828. In 1847, Massachusetts established the Lyman School for Boys as the first state sponsored institution for delinquent children in the United States. (22) Leonard (32) stated that the interest in providing training facilities for delinquent youth continued after the Civil War with South Dakota establishing a correctional institution in 1867. Iowa followed with the establishment of a similar institution in 1868. Kansas and Nebraska each established a training school in 1881 and were followed by Missouri in 1889.

Hawfield (7) explained that North Carolina began efforts to establish a training school for delinquent youth around 1890, but considerable opposition was met and the first school was not opened until 1909. Several bills for the establishment of a reformatory were presented to the State Legislature between 1890 and 1907, but all were rejected. In 1907, a bill was presented to the General Assembly proposing an institution named Stonewall Jackson. Several Confederate soldiers were members of the

Legislature and solidly supported the bill. Their support contributed to the passage of the bill. The act declared that "many youths between the ages of seven and sixteen years who violate the criminal law should be detained and punished and taught the doctrines of religion, good morals, and how to work." (7:16)

Hawfield stated that the program proposed for the first North Carolina training school was as follows:

1. That all inmates shall, if possible be taught the precepts of the Holy Bible, good moral conduct, how to work and to be industrious.
2. That they may be instructed in such rudimentary branches of useful knowledge as may be suited to the various ages and capacities. The said children shall be taught such useful trades and given such manual training as the board may direct. (7:17-18)

Various revisions of the training school program have been made since the establishment of the first school. The revisions have placed more emphasis on the needs of the individual delinquent. Legislation passed by the General Assembly of 1947 encouraged a close relationship between the training schools and the state's public school system. According to the statutes, the training schools are to be maintained on public school standards and operated by teachers holding standard certificates as determined by the State Department of Public Instruction. The statutes also stated that a recreational program was to be maintained for the health and happiness of all students. (34)

North Carolina has established seven training schools since the official opening of the first school in 1909. The State has gained the reputation of having one of the best correction and training programs in the nation. (19)

ORGANIZATIONAL PATTERNS OF TRAINING  
SCHOOLS IN THE UNITED STATES

In an address to cottage counselors in North Carolina, Marice Harmon (33), Kentucky Commissioner of Child Welfare, stated that the social rehabilitation of children was the primary objective of the juvenile institution. The institution must develop the delinquent's ability to live in harmony with organized society.

The delinquent is sent to a training school as a last resort. When this occurs, many other methods have probably failed to improve the child's behavior and it is hoped that the institution will accomplish something that was not achieved in the community. Life in an institution is not a normal life for a child since he has been removed from his home and parents and has been thrown into constant confinement. No matter how institutional living is administered, it is a punishing experience. (3)

A training school is a custodial residential school for children which receives delinquent children committed to it by the courts, primarily the juvenile courts. In addition to maintaining custody over the delinquents, the school must provide housing, food, education, recreation, adult supervision, medical care and dental care for them. The school also has the function of trying to change delinquent attitudes and habits, so the children will leave with better balanced personalities and constructive attitudes. (2)

The initial house of refuge and reformatories were controlled by a board of directors. When the states began to establish training schools, this pattern was followed and each school had its own board. Gradually, the schools were brought under the control of state commissions or departments. The state Department of Social Services is used to administer the training school program more than any other administrative body. (2)

California has approached the problem of treatment of recalcitrant delinquents by authorizing the establishment of a special treatment unit within each training school. Each unit is staffed with a full-time psychiatrist, psychologists and social workers. Emphasis is placed on individual and group therapy. As a part of the training school program, Columbus, Ohio has a Juvenile Diagnostic Center and a Psychiatric Treatment Unit. The diagnosis center studies delinquents with exhibited symptoms of disturbance who have been committed to training schools. The center also evaluates children referred by juvenile court judges who wish assistance in coming to a decision on the disposition of a case. The treatment unit is independent of the diagnostic center except that it receives children on the recommendation of the center after study of the child. The unit is adequately staffed and under the supervision of a psychiatric director. Recreational and occupational therapy are part of the treatment along with individual and group psychotherapy. New York has a similar program as do Washington and Massachusetts. (2)

McCorkle, Elias and Bixby (8) discussed an experiment in intensive short-term group therapy. The program was developed by

McCorkle, who had gained experience in group therapy with army prisoners. The Highfields Center in New Jersey was established on the premise that rehabilitation could be accomplished in three to four months with intensive therapy methods. Boys with former commitments to training schools were not accepted, nor were deeply disturbed or mentally deficient youth. Success was measured by the delinquent's adjustment when he returned to his community. While at Highfields Center, the boys held group discussions five evenings per week. During the day, the boys work at the New Jersey Neuro-Psychiatric Institute. Each Saturday morning they clean up their residences; Saturday afternoon is usually free. Sunday they may attend church and receive visitors. There are very few rules, and the boys have considerable freedom in choice of leisure activity and movement around the grounds. The boys are in constant association with adult staff members. Cavan (2) pointed out that a residential center near Louisville, Kentucky, modeled after the Highfields Center, has been established.

#### ORGANIZATION OF TRAINING SCHOOLS IN NORTH CAROLINA

Under North Carolina law, the Board of Juvenile Correction is charged with the responsibility of providing a rehabilitation and treatment program for delinquent children committed by the courts. The program includes custodial care, training and education. (19) According to statistics compiled by the Children's



Bureau, North Carolina was one of five states having one board for all training schools. (2)

Prior to 1943, each of the training schools in North Carolina had operated as an individual unit. Each school had its own board of trustees and its own laws concerning admission, training and release of delinquent children. In 1943, the State Legislature established the State Board of Correction and Training. The creation of a State Board placed each of the correctional institutions under a single control, with a state commissioner to direct the program. According to the statutes, the board would be composed of eighteen members. No two members could come from the same county. It was also specified that twelve members would be men and six would be women. The General Assembly of 1947 passed legislation requiring the Governor to appoint a new board consisting of nine persons without regard to their location and sex. (34)

Currently, an advisory board of citizens is functioning on a consultant basis at the request of the appointed board. The commissioner has the administrative responsibility for all aspects of total program management. Each school is administered by a director, with the larger institutions having an assistant director. In the smaller institutions, the school principal serves in the capacity of assistant director. A supervisory staff works directly under the commissioner and has the functional responsibility of developing and coordinating the following major program areas:



1. Administration
2. Education
3. Psychological Services
4. Social Services
5. Cottage Life
6. Maintenance
7. Dietary
8. Vocational Agricultural. (19)

The North Carolina Board of Juvenile Correction maintains a working relationship with (a) the Department of Social Services, which provides after care services for released students and a placement program for infants born to students at the Juvenile Evaluation Center; (b) the North Carolina Court of Domestic Relations; (c) the special juvenile court Judges; and (d) the North Carolina Division of Vocational Rehabilitation, which provides rehabilitation services for the students during confinement and after release. (20)

In 1966, a reception unit opened at the Juvenile Evaluation Center in Swannanoa. This unit serves twenty-seven western North Carolina counties. Students are directly committed to the unit by the courts and are retained until a thorough study of their psychological, social and emotional background can be made. On the basis of this study, students are assigned to the training school best equipped to meet the interests, aptitudes and abilities of the student. In the rest of the state, the courts commit the children directly to the appropriate training school. (20)

The average length of a child's stay within the training school system is thirteen months. Each child lives with a small group in a cottage which is under the supervision of cottage

counselors. Housing assignments are based on sex, age, size, need for supervision and other factors irrespective of race. (19) The board has realized that the primary area for student identification is in the cottages. Emphasis has been placed on the cottage staff and a student-counselor ratio of eight to one is maintained. (23)

On July 1, 1958, the training schools began operation of instructional programs for twelve months of each year. It is possible for students to achieve more educational growth per year and in this way compensate for some of the educational retardation which they experienced at the time of admission. Generally, students spend a minimum of four hours per day in academic classes with the remainder of the day in vocational classes, on-the-job training, or special subjects. Each school has a staff of certified teachers under the supervision of a principal. The allotment of teachers is based on a pupil-teacher ratio of fifteen to one. (23)

Approximately 90 per cent of the students committed to the training schools do not return to the courts or the training school after release and become contributing citizens in our society. The North Carolina Board of Juvenile Correction indicates its program's benefit to North Carolina:

1. Young people who are now liabilities to the State are changed into assets for the State.
2. The tendency toward crime on the part of the students is being corrected while they are young

which prevents their going to prison, and this reduces the prison population.

3. These students are changed into law-abiding, wage-earning and tax-paying citizens. (19:7)

#### THE PHYSICAL ACTIVITY PROGRAMS

Play is the essential part of education. It is nature's prescribed course. School is invaluable in forming the child to meet actual social opportunities and conditions. Without the school he will not grow up to fit our social institutions. Without play he will not grow up at all. (10:313)

Voltmer and Esslinger (18) asserted that physical education could contribute more to the goals of general education than could any other school subject. Slavson (13) expressed disagreement with Voltmer and Esslinger by stating that physical education is non-progressive and static. He suggested that delinquent children be introduced to cultural experiences rather than experiences which perpetuate the physical and aggressive occupations.

Snyder (26), in discussing the scope of physical education, stated that physical education is an integral part of all education and its objectives are consistent with the goals of secondary education. In a statement prepared by the Physical Education Division of the American Association for Health, Physical Education and Recreation, we are advised that the content of physical education is "a sequence of experiences in which children learn to move as they move to learn more about themselves and their world." (28:3)

Snyder (26) stated that a basic program of physical education should include: (a) adapted physical education; (b) intramural sports; (c) extramural sports; and (d) interscholastic athletics. The North Carolina Department of Public Instruction (27) suggested that the physical education program generally include: (a) instructional classes in physical education; (b) intramural and extramural activities; (c) recreational activities; and (d) interscholastic athletics. They further stated that from the standpoint of meeting the needs of all students, the instructional classes are the most important.

Physical education activities are of special importance in training schools because of their valuable contribution to character formation. Individuals confined to the juvenile institutions learn to become good losers through physical activity. They learn to take responsibility for their own actions and for those of the group. An essential force in the growth of an individual is play. A properly directed activity program provides a greatly needed avenue for the expression of a delinquent's personality. (10) Lesser (25) stated that there is a vital need for activity which will provide a wholesome outlet for the child's energies. Reeves (10) asserted that since play is essential to physical, mental and moral development, it is important that children have ample opportunities for the right type of activities during the formative years of their development.

Reeves (10) continued by stating that if recreation is important for children and adults in general, it is even more important for the youth in our training schools. Most of the delinquent youth have been presented with the wrong types of amusements and the training schools must re-educate them to enjoy wholesome activities. Recreation interests and responses may be of assistance in the diagnosis of the behavior problems of delinquent youth. The playground becomes a laboratory in carrying out the functions of the training schools and is an important factor in the rehabilitation of the delinquent.

Providing activities appropriate for leisure time is one of the most important tasks of the parole agent after release of the child. Most of the trouble with the paroled youth occurs during their leisure time. The development of a recreational plan for each child when leaving the institution should be given special emphasis. (10) Goldberg (5) reiterated this by explaining that with proper use of leisure time and with good supervision, much of the trouble in which youth become involved could be eliminated. The Chicago Recreation Commission (12), after completing a study of recreational activities of fifteen thousand boys and eight thousand girls ten to seventeen years of age, found that participation in supervised recreation drastically reduced the incidence of juvenile delinquency.

Bucher stated:

Criminals are made, not born, is an important truth, and a society that fails to provide for the utilization



of physical education activities for its youth would appear to be ignoring a medium through which certain factors contributing to juvenile delinquency may be combated. (1:93-94)



## CHAPTER IV

### PROCEDURE

The purpose of this study was to examine the availability of (a) physical education programs; (b) intramural programs; (c) interscholastic programs; (d) recreation programs; and (e) facilities designed for physical activity for delinquent youth confined in the North Carolina juvenile correction schools.

### PRELIMINARY PREPARATION

In order to pursue this project, support and assistance was necessary from the North Carolina Board of Juvenile Correction. Contact was made with Mr. J. W. Bryan, Director of Education, to discuss the proposed survey. Mr. Bryan discussed the project with Mr. Blaine M. Madison, Commissioner of the Board of Juvenile Correction, who granted permission to proceed with the survey. Mr. Madison and Mr. Bryan offered consultation from the Board of Juvenile Correction staff. Mr. Bryan issued a memorandum soliciting the cooperation of each director, principal, and physical education instructor located in the training schools. A copy of this memorandum may be found in Appendix A.

### SELECTION OF JUVENILE CORRECTION SCHOOLS

In order to obtain a complete and accurate survey, programs of each training school located in North Carolina were

included for analysis. A complete listing of schools surveyed may be found in Appendix B.

An initial visit was made to each of these schools in order to familiarize each director and/or principal with the proposed survey. This contact was followed by two additional visits. During these times, the various activity programs were observed and discussed with the physical education, recreation and cottage life directors. Questionnaires and check lists were completed during these visitations.

#### CONSTRUCTION OF QUESTIONNAIRE

The questionnaire was structured to obtain facts rather than opinions on items which might be difficult to obtain by observation or an interview. The questionnaire, which may be found in Appendix C, was divided into four categories:

1. Physical Education Program
2. Intramural Program
3. Recreation Program
4. Interscholastic Program

Within these four areas, multiple responses provided an opportunity for individuals to respond with an (x) to the following questions:

##### Physical Education Program

1. What is the physical education requirement?
2. Who determines the curriculum?
3. How is the curriculum evaluated?
4. How are students involved in planning the program?
5. Are students given a choice in selecting activities?
6. What is the average number of students per class?

7. What is the percentage of student participation?
8. How are students classified into various classes?
9. What is the class schedule and organization?
10. What opportunities are given for student leadership experiences?
11. How does the program differ in graded and non-graded classes?
12. Is medical, psychological and psychiatric information available to the instructor?
13. What provisions are included for a program of developmental and adapted physical education?
14. How are students evaluated in terms of achievement?
15. What type of support is received from the administration?
16. What are the responsibilities of the staff?
17. What provisions are made for in-service training?
18. What is the educational background and teaching experiences of the staff?

#### Intramural Program

1. What provisions are made for an intramural program?
2. How does this program relate to the physical education program?
3. What is the percentage of student participation?
4. When are students able to participate in the program?
5. Who supervises the program?
6. How are students selected for the activities?
7. How are winning teams and individuals awarded?
8. What opportunities are given for student leadership experiences?

#### Recreation Program

1. Who plans the recreational program?
2. Who supervises the program?
3. When do students participate in the program?
4. Does the program receive community assistance?

#### Interscholastic Program

1. What activities are offered in interscholastic competition?
2. What is the number of games, matches, and/or meets per year?
3. What is the percentage of student participation?

If the stated responses were not appropriate, opportunity was given to insert the appropriate response for each question.

### DISTRIBUTION OF QUESTIONNAIRE

The questionnaire was distributed to eight physical education instructors. Six of the eight schools had one instructor responsible for the physical education program. The Juvenile Evaluation Center located in Swannanoa had two instructors, one responsible for the program in the reception unit and one responsible for the program in the treatment unit. Samarcand Manor was without a physical education instructor. A limited program was being carried out by the classroom teacher and a questionnaire was not completed.

Distribution of the questionnaire was made on the second visit to the training schools. Each respondent was requested to complete the questionnaire and return it by mail before the third scheduled visit was made. This gave the writer an opportunity to review the completed questionnaires and clarify any questions before the third and final visit.

### CONSTRUCTION OF CHECK LISTS

In order to expedite obtaining the needed information for completing this survey and provide uniform responses, three check lists were constructed dealing with the following three areas of concern:

1. Activities provided
2. Equipment available
3. Facilities available

The check lists were constructed so they could be completed by the respondent or by the writer. However, it was deemed

more feasible for the writer to complete the check lists than the respondent in order to clarify responses.

#### Activity Check List

The activity check list, which may be found in Appendix D, pertained to the variety of activities in which students participated during the physical education classes, intramural program, and the recreation program. Interscholastic activities were included in the questionnaire, rather than being included in the check list.

More specific information related to activity programs was concerned with the following:

1. The activities which are a part of the physical education curriculum.
2. The grade level in which students receive instruction in the particular activity or have the opportunity for intramural participation.
3. The amount of time spent on the activity in the physical education class.
4. The activities which are part of the intramural program.
5. The percentage of students participating in the intramural activity.
6. The activities which are available to students on a recreational basis.

#### Equipment Check List

The equipment check list was designed to determine what equipment was available for the activity programs. Various equipment was listed under the following headings with space available for additional insertions:

1. Permanent Playground Equipment
2. Gymnasium Equipment
3. Activity Equipment
4. Supplies



The check list was constructed so that the respondent could check whether the equipment was adequate, inadequate, or not available. A copy of the equipment check list may be found in Appendix E.

#### Facility Check List

The facility check list was designed to determine what the individual training schools had in the way of facilities, if the facilities were suitable for a variety of activities, and if they could accommodate a peak load assigned to the area at any one time. A series of questions regarding the facilities were listed under the following headings:

1. Outdoor Area
2. Indoor Area
3. Dressing and Shower Area

The questions were constructed so the respondent could indicate if the facilities were adequate, inadequate, or not available. A copy of this list may be found in Appendix F.

#### OBSERVATION OF PROGRAM

Visits to the training schools were scheduled so that various aspects of the program could be observed. The initial visit was devoted to discussing the purpose of the survey with the director and/or principal, discussion of the total school program, and touring the school plant. Subsequent visits were scheduled so the physical education, intramural, and recreation programs could be observed.



Particular emphasis was placed on the following during observation:

1. Organization of physical education classes
2. Student participation
3. Student attitude, interest and enthusiasm
4. Student dress
5. Instructional methods
6. Experiences for student leadership
7. Grouping of students
8. Total class involvement
9. Use of facilities and equipment

#### INTERVIEW

An interview was utilized to obtain information which was not secured by the questionnaire or by observation. The interview was employed on the third visit to the training school. This gave the writer an opportunity to review the completed questionnaires, check lists, and notes from observation.

In addition to questions regarding items on the questionnaire and check lists, the following questions were included in the interview:

1. Is the physical education program recognized by the school as an integral part of the total school educational program?
2. Is the physical education staff regarded by other faculty members as fellow teachers of comparable professional status?
3. Is the physical education program more recreational or instructional?
4. Is the staff given the opportunity to exchange ideas with staff members of other schools?
5. How does the physical education instructor rate the importance of his program in relation to other aspects of the school program?
6. Do the correctional schools have a working relationship with the public school system?

7. What **type** support is received from the local administration? -- The Board of Juvenile Corrections?
8. What is the attitude of students toward the physical education class? -- Intramurals? -- Recreation program?
9. What are the greatest needs of the program in regard to facilities, equipment, and staff?
10. What type of financial support is given to the program?
11. Do intramurals serve as a laboratory where students **can** test things they are taught in the physical education class?
12. What is the greatest benefit a student receives from the program?

## CHAPTER V

## REPORT OF THE SURVEY

This chapter discusses the status of individual institutions in order to present what is available to students participating in the various activity programs. The discussion is based on (a) the observation period; (b) the interview; (c) the questionnaire; and (d) the check lists.

## JUVENILE CORRECTION SCHOOL A

Background Information

School A is a training school for boys aged 14½ years and under. The average age of the student population is 12.1 years. All students are committed to the school by the Juvenile Courts or Domestic Relations Courts of the State with truancy being the main reason for commitment. The school has been in operation approximately eleven years. Academic levels to the eighth grade are taught. This is the only training school currently accredited by the Southern Association of Secondary Schools and Colleges. The student population varies from 240 to 260 boys. The average length of residency is 16.2 months.

The school administration and the physical education staff are in agreement that the creative and worthwhile use of leisure time is an essential and necessary ingredient of all human

behavior. A high priority is placed on the therapeutic value of physical education and recreation in the rehabilitation process.

#### Activity Program

Physical education. Physical education is required of all but a few students who enter the training school. Students are exempt for health reasons only, which does not involve over three to four boys at any one time.

The curriculum of School A is planned cooperatively by the administration, physical education instructor, and the students. The students are also given the opportunity to assist in the evaluation of the curriculum in terms of progress made toward predetermined objectives. In addition, students are given some freedom in selecting activities by choosing the class in which they wish to participate.

A wide scope of activities is offered within the curriculum which provides the student with numerous experiences organized to meet the needs of the participants. Table I shows the activities included in the curriculum, grade level in which the activity is taught, and the amount of time spent on the activity in the physical education class.

An average of twenty students comprise each physical education class. Students are placed in non-graded classes by age. The physical education class meets two times per week and is organized as follows:

TABLE I

ACTIVITIES INCLUDED IN PHYSICAL EDUCATION  
CURRICULUM AT SCHOOL A

Activity	Grade level taught	Length of class instruction
Individual Sports		
Beginning swimming	Spec. Educ.-1,2,3	3 weeks
Badminton	All	3 weeks
Bowling	All	3 weeks
Handball	All	3 weeks
Track and field	All	5 weeks
Team Sports		
Baseball	All	7 weeks
Basketball	All	12 weeks
Field hockey	4 - 8	3 weeks
Soccer	All	4-5 weeks
Softball	All	5 weeks
Touch football	All	6 weeks
Volleyball	All	4 weeks
Body Conditioning		
Body mechanics	All	Throughout year
Recreational		
Angling	All	4 weeks
Deck tennis	All	1 week
Horseshoes	All	1 week
Paddle tennis	All	3 weeks
Table tennis	All	2 weeks
Tether ball	All	1 week
Table games	All	--
Low Organization Games	Spec. Educ.-1,2,3,	All year

- 2½ minutes - Changing to gym uniforms
- 2½ minutes - Conditioning activities
- 10 minutes - Instruction and fundamental skills
- 20 minutes - Involvement in total activity
- 10 minutes - Shower and dressing

The development of student leadership is an important factor in the overall program of this training school. Students are given various experiences in leadership by rotating as squad leaders, team captains, game officials and leaders of warm-up exercises.

The availability of medical, psychological and psychiatric information is an important aspect of program planning in order to meet the needs of the individual students. Students receive a medical examination upon entrance to school and at regular intervals during confinement. If the need is indicated, the student also undergoes psychological and psychiatric evaluations. Staff conferences are held on each student at regular intervals to discuss progress and problems in addition to reviewing the various evaluations. The instructor can request a staff conference and a current medical, psychological or psychiatric evaluation whenever he feels it would be beneficial for the child's well being or adjustment.

The school does not offer separate classes in developmental and adapted physical education. Handicapped students participate in the regular physical education class whenever possible. If the handicapped student cannot function in the



class activities, a planned program of individual activity is developed within the regular physical education class.

Student achievement in physical education is based on an objective evaluation determined by skill test scores, physical fitness test scores, and written test scores. The student receives a "S" (satisfactory) or "U" (unsatisfactory) grade resulting from these scores. A letter grade is sent to the public school system to conform to their grading system.

The physical education instructor has a wide range of responsibilities. In addition to being responsible for the physical education program, he is responsible for teaching health education, and for directing the intramural and recreation program. Workshops and local staff training sessions provide the instructor with in-service training opportunities.

Intramural. This training school has an organized intramural program which grows out of the instruction of activities in the physical education classes. The students have the opportunity to participate in intramural activities during an activity period. Table II indicates the activities included in the intramural program, the grade level in which students can participate and the percentage of student participation in each intramural activity.

Students participating in the various intramural activities may sign up for a particular team or individual activity.

TABLE II  
INTRAMURAL ACTIVITIES INCLUDED IN  
PROGRAM AT SCHOOL A

Activity	Grade level of participants	Percentage of student participation
Individual sports		
Beginning swimming	Spec. Educ.-1,2,3,	75
Badminton	All	85
Handball	All	45
Track and field events	All	95
Team Sports		
Baseball	All	97 - 100
Basketball	All	97 - 100
Field hockey	4 - 8	50
Soccer	All	30
Softball	All	80
Touch football	All	90
Volleyball	All	90
Recreational		
Paddle tennis	All	45
Table tennis	All	70

At the end of tournament play, awards are given to the winning team and individuals. These awards are usually ribbons, trophies or certificates.

Student leadership is an important aspect of the intramural program. Students are given leadership experiences by serving as managers, game officials, and team captains.

This is a program for the students and 93.4 per cent of the total school population participates in various aspects of the program.

Recreation. A recreation program is provided for the students at the training school. The program is planned by the physical education instructor and the cottage life director. It is supervised by the cottage life director and the cottage parents.

Students have the opportunity to participate in a wide variety of recreational activities during their activity period, after regular school classes and during any other available free time. The following activities are available to students on a recreational basis:

1. Angling
2. Badminton
3. Baseball
4. Basketball
5. Camping
6. Deck Tennis
7. Field Hockey
8. Handball
9. Hiking
10. Horseshoes
11. Paddle Tennis
12. Soccer

13. Softball
14. Swimming
15. Table Games
16. Table Tennis
17. Tetherball
18. Touch Football
19. Track and Field
20. Volleyball

Interscholastic. During the student's stay at the training school, he has the opportunity to participate in interscholastic competition. Table III indicates the interscholastic activities, the number of games and meets scheduled each year and the percentage of student participation.

TABLE III

INTERSCHOLASTIC ACTIVITIES INCLUDED IN  
PROGRAM AT SCHOOL A

Activity	Number of games played each year	Percentage of student participation
Basketball	20	12.5
Baseball	95	79.2
Track	3	10.4

Facilities

Outdoor area. The facilities for physical education activities are commensurate with the needs of the program and

are well used. The outdoor area includes teaching stations suitable for a wide variety of activities. The area is large enough to accommodate the peak load assigned to the area at any one time. There are sufficient playing fields properly located, marked and equipped for multiple use. The area is properly surfaced, graded and drained.

Although there is no special track and field area, the grounds are suitable for this use. Jumping pits are properly located and adequate for the program. At present, no hard-surfaced, multi-purpose area is available.

Efforts are being made to use an irrigation pond for water sports until a swimming pool can be secured. The school also has hopes of building bleachers and lighting the athletic field.

Indoor area. Indoor facilities are provided for a broad program of physical activity. The gymnasium is large enough to accommodate a full program of physical education. The seating capacity of 350 is very adequate for the present program. There is suitable lighting, ventilation and heat. The floor space is marked for a variety of activities including basketball, volleyball, tennis-type games and shuffleboard. Tape is used for marking areas necessary for other activities.

Storage space for equipment and supplies is adjacent to the playing court as is the first-aid center. A classroom is available for the physical education program but is not being used.

Dressing and shower area. The dressing room and shower area is large enough to accommodate the largest group using the area at any one time. The dressing area is equipped with mirrors, clothes hooks and a section for the storage of physical education uniforms. Lavatories, toilet facilities and drinking fountains are sufficient.

### Equipment

The following list represents the equipment available for use in the activity programs at this training school:

#### Permanent Playground Equipment

1. Baseball and softball backstops
2. Basketball backboards and goals
3. Chinning bars
4. Field hockey cages
5. Pits - broad jump
6. Slides
7. Soccer goal posts
8. Swings
9. Tetherball posts
10. Volleyball net posts

#### Gymnasium Equipment

1. Badminton standards
2. Basketball backboards and goals
3. Chinning bars
4. Mats and mat covers
5. Mat truck
6. Phonograph
7. Table tennis tables
8. Volleyball standards
9. Weight lifting sets

#### Activity Equipment

1. Angling
  - a. Rods
  - b. Reels
  - c. Lines
  - d. Lures



2. Badminton
  - a. Nets
  - b. Rackets
  - c. Shuttlecocks
3. Baseball
  - a. Balls
  - b. Bases
  - c. Bats
  - d. Catcher equipment
  - e. Gloves
  - f. Head protectors
4. Basketballs
5. Bowling
  - a. Balls
  - b. Pins
6. Deck tennis rings
7. Field Hockey
  - a. Hockey balls
  - b. Hockey sticks
  - c. Shin pads
  - d. Goalkeeper equipment
8. Footballs
9. Handball
  - a. Balls
  - b. Gloves
10. Horseshoes
11. Paddle tennis sets
12. Shuffleboard
  - a. Cue sticks
  - b. Discs
13. Soccer balls
14. Softball
  - a. Balls
  - b. Bases
  - c. Bats
  - d. Catcher equipment
  - e. Gloves

- 15. Table tennis
  - a. Balls
  - b. Nets
  - c. Paddles
- 16. Tetherballs
- 17. Track
  - a. Batons
  - b. High hurdles
  - c. Low hurdles
  - d. Starting blocks
- 18. Volleyball
  - a. Balls
  - b. Nets

#### Supplies

- 1. Ball cleaner
- 2. First aid supplies
- 3. Jump ropes
- 4. Lime marker
- 5. Pump inflator
- 6. Rakes
- 7. Shovels
- 8. Stop watches
- 9. Tapes
- 10. Towels
- 11. Whistles

The school administrator and the physical education instructor attempt to provide equipment which will insure a broad program of physical activity.

#### JUVENILE CORRECTION SCHOOL B

#### Background Information

School B is a training school for boys and girls who must be confined under maximum security conditions. The students at this institution are transferred from other training schools and have the highest potential to be run-aways. This is the only

training school enclosed by a fence. The school is composed of two units. One unit is designed to accommodate the aggressive and seriously disturbed juvenile delinquent. The other unit is designed for the aggressive, moderately and mildly mentally retarded delinquent. The average age of the student population is 14.4 years. The student population averages 115 boys and girls, whose average length of residence is ten months. Approximately 70 per cent of the students are boys.

#### Activity Programs

Physical education. Seventy-five to eighty-five per cent of the student population participates in the physical education program. Those students not participating are maintenance students or they are exempt for health reasons.

The curriculum of School B is planned by the physical education instructor. There is no regular or systematic evaluation of the curriculum in terms of predetermined objectives. Students are not given the opportunity to choose activities in which they may wish to participate.

Table IV shows the activities included in the curriculum, grade level in which the activity is taught and the amount of time spent on the activity in the physical education class.

The boys physical education classes average eighteen students per class, whereas the girls average eight students per class. Students are placed in the various classes by core groups; therefore, students' ages and skill vary from group to group. The

TABLE IV  
 ACTIVITIES INCLUDED IN PHYSICAL EDUCATION  
 CURRICULUM AT SCHOOL B

Activity	Grade level taught	Length of class instruction
Team Sports		
Basketball	All	5 months
Softball	All	4 months
Volleyball	All	3 months
Recreational		
Bridge	Interested students	Varied

boys meet their class three times per week and the girls meet two time per week. The organization of the physical education class is as follows:

- 5 minutes - Changing to gym uniforms
- 5 minutes - Conditioning activities
- 30 minutes - Instruction and fundamental skills
- 10 minutes - Involvement in total activity
- 10 minutes - Shower and dressing

Students are given various experiences in leadership by serving as team captains, game officials, and leaders of warm-up exercises.

Students receive a medical examination upon entrance to school and are seen by a nurse daily. Medical, psychological, and psychiatric evaluations of each student are available for the instructor's use so individual planning can be more realistic.

The school does not offer separate classes in developmental and adapted physical education. All students participate as much as possible in class with their core groups.

Student achievement in physical education is based on a subjective evaluation by the instructor who explains, "The evaluation system seeks sportsmanship, improved attitude, teamwork, and a sense of interdependence and loyalty to one another through common activities." From this evaluation, the student receives a numerical grade ranging from zero to one hundred.

The physical education instructor is responsible for the physical education and intramural programs. In addition, he supervises students at lunchtime and between classes.

Intramural. This training school has an organized intramural program which is related to the instruction of activities in the physical education classes. Seventy-five to eighty-five per cent of the school population participates in the intramural program. The students have the opportunity to participate in intramural activities during the lunch hour and from four o'clock to five o'clock each afternoon. Table V indicates the activities included in the intramural program, the grade level in which students can participate, and the percentage of student participation in each intramural activity.

Students desiring to participate in the intramural activities are chosen by student captains. Team and individual standing for tournament play are shown on posters placed on the

TABLE V  
INTRAMURAL ACTIVITIES INCLUDED IN  
PROGRAM AT SCHOOL B

Activity	Grade level of participants	Percentage of student participation
Team Sports		
Basketball	All	75
Softball	All	75
Volleyball	All	75
Recreational		
Table tennis	All	50

gymnasium walls. Students are given the opportunity for leadership experiences by serving as game officials and team captains.

Recreation. A recreation program is provided for the students while they are institutionalized at School B. The program is planned by the cottage life director and the cottage parents with major supervision coming from the cottage parents.

Students have the opportunity to participate in recreational activities after regular school classes, at night and during any available free time. The recreation program receives some assistance from a church group in a neighboring community. The following activities are available to students on a recreational basis:



1. Basketball
2. Hiking
3. Softball
4. Table tennis
5. Touch football
6. Volleyball

Interscholastic. The boys at the training school have the opportunity to participate in interscholastic competition. Table VI indicates the interscholastic activity, the number of games played each year and the percentage of student participation.

TABLE VI

INTERSCHOLASTIC ACTIVITIES INCLUDED IN  
PROGRAM AT SCHOOL B

<u>Activity</u>	<u>Number of games played each year</u>	<u>Percentage of student participation</u>
Basketball	15-18	30-35

Facilities

Outdoor area. Since School B is located on a new campus, all the facilities are new or under construction. At the present time, the outdoor area includes a volleyball court, football field and a small softball field.

Indoor area. Indoor facilities are provided for a broad program of physical activity. The main gymnasium is large enough to accommodate a full program of physical education. There are arrangements for the seating of spectators so that play or activity space is not affected. There is suitable lighting, ventilation and

heat. The floor space is marked for a variety of activities including basketball, volleyball, tennis-type games and shuffleboard.

Storage space for equipment and supplies is adjacent to the playing court as is the first-aid center. A classroom used for skill drills and the teaching of bridge is located near the activity area.

A second gymnasium recently completed lies adjacent to a new cottage built for mentally retarded boys. Federal funds were used for this construction and the area is designated for use by the boys living in the cottage.

Dressing and shower area. A dressing and shower area is available for the boys but not for the girls. The dressing room and shower area for the boys is large enough to accommodate the largest group using the area at any one time. The dressing area is equipped with mirrors, clothes hooks and a section for the storage of physical education uniforms. Lavatories, toilet facilities and drinking fountains are also provided.

### Equipment

The following list represents the equipment available for use in the activity programs at School B:

#### Permanent Playground Equipment

1. Volleyball net posts

#### Gymnasium Equipment

1. Badminton standards
2. Basketball backboards and goals
3. Table tennis tables
4. Volleyball standards
5. Weight lifting sets

Activity Equipment

1. Badminton
  - a. Nets
  - b. Rackets
  - c. Shuttlecocks
2. Baseball
  - a. Balls
  - b. Catcher equipment
  - c. Gloves
3. Basketballs
4. Croquet sets
5. Footballs
6. Horseshoes
7. Shuffleboard
  - a. Cue sticks
  - b. Discs
8. Soccer balls
9. Softball
  - a. Balls
  - b. Bats
  - c. Catcher equipment
  - d. Gloves
10. Table tennis
  - a. Balls
  - b. Nets
  - c. Paddles
11. Tetherballs
12. Volleyball
  - a. Balls
  - b. Nets

Supplies

1. First-aid supplies
2. Jumping ropes
3. Pull-overs
4. Pump inflator
5. Stop watch
6. Towels
7. Whistles

A variety of gymnastic equipment has been ordered but had not been received at the time of this study. The physical education instructor was not given the opportunity to assist in the selection of the equipment for the activity programs.

#### JUVENILE CORRECTION SCHOOL C

##### Background Information

School C is a training school for boys committed by the Juvenile Courts or Domestic Relations Courts of the State. The 1923 State Legislature passed a bill providing for the establishment of School C and it was officially opened in 1925. The average age of the student population is 13.6 years. Academic grades six through twelve are taught in addition to ungraded classes. The current student population is 240 boys, whose average length of residency is 13.5 months.

##### Activity Programs

Physical education. Physical education is required of all but a few students who enter the training school. A small minority are exempt for health reasons only.

The curriculum of School C is planned by the school administrator and the instructor. The administrator and instructor also evaluate the curriculum at regular intervals in terms of progress made toward predetermined objectives.

A wide scope of activities are offered within the curriculum which provides the students with numerous experiences organized

to meet their individual needs. Table VII shows the activities included in the curriculum, grade level in which the activity is taught and the amount of time spent on the activity in the physical education class.

An average of twenty students comprise each physical education class. Students are organized into classes on the basis of grade level. The classes meet three times per week and are organized as follows:

- 5 minutes - Changing to gym uniforms
- 10 minutes - Instruction and fundamental skills
- 20 minutes - Involvement in total activity
- 5 minutes - Dressing (shower taken at cottage)

The development of student leadership is an important factor in the overall program of this training school. Students are given various leadership experiences by rotating as squad leaders, team captains and game officials. The students are given a choice of activity within their assigned physical education class. They also assist with the organizational aspects of the program such as squad arrangement.

Students receive a medical examination upon entrance to school and a report is made available to the instructor. The instructor can also review any available reports of psychiatric and psychological evaluations in order to plan the program more realistically.

The school does not provide separate classes in developmental and adapted physical education. Handicapped students participate as much as possible in the regular program. They

TABLE VII

ACTIVITIES INCLUDED IN PHYSICAL EDUCATION  
CURRICULUM AT SCHOOL C

Activity	Grade level taught	Length of class instruction
<b>Individual Sports</b>		
Aquatics		
Beginning swimming	All*	12 weeks
Intermediate swimming	All*	12 weeks
Advanced swimming	All*	12 weeks
Speed swimming	All*	12 weeks
Diving	All*	12 weeks
Lifesaving	All*	12 weeks
Track and field	All	4 weeks
Tumbling	All	4 weeks
<b>Team Sports</b>		
Baseball	All <sup>o</sup>	12 weeks
Basketball	All	12 weeks
Soccer	All	6 weeks
Touch football	All	10 weeks
Volleyball	All	6 weeks
Water polo	All*	2 weeks
<b>Recreational</b>		
Croquet	All	2 weeks
Marbles	All	1 week

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\*Placement in aquatic activities is dependent on the student's ability and skill.



are excused from the activities which might be medically detrimental to their well being.

Student achievement in physical education is based on an objective evaluation which utilizes skill test scores and physical fitness test scores. Each student receives a letter grade based upon individual achievement.

In addition to being responsible for the physical education program, the instructor is responsible for teaching health education and for conducting the recreation program. Workshops provide the instructor with in-service training opportunities in each of these aspects of the total program.

Intramural. This training school has an organized intramural program which grows out of the instruction of activities in the physical education classes. The students have the opportunity to participate in these activities during the noon hour, after regular school classes and at night. Table VIII indicates the activities included in the intramural program, the grade level in which students can participate and the percentage of student participation in each activity.

Competition between cottage groups is provided in the various intramural activities. All students participate in the program and are given the opportunity for leadership experiences by serving as game officials and team captains. At the end of tournament play, excellence in team or individual play is given verbal recognition before the student body.

TABLE VIII  
INTRAMURAL ACTIVITIES INCLUDED IN  
PROGRAM AT SCHOOL C

Activity	Grade level of participants	Percentage of student participation
Individual Sports		
Track and field events	All	75
Team Sports		
Baseball	All	100
Basketball	All	100
Softball	All	85
Touch football	All	95
Volleyball	All	80
Recreation		
Horseshoes	All	45
Table tennis	All	70

Recreation. A recreation program is provided for the students while institutionalized at School C. The program is planned and supervised by the cottage parents and cottage life director under the direction of the physical education instructor.

Students have the opportunity to participate in a variety of activities during the noon hour, at night and during available free time. The following activities are available to students on a recreational basis:

1. Angling
2. Archery
3. Badminton
4. Baseball
5. Basketball
6. Camping
7. Croquet
8. Hiking
9. Horseshoes
10. Marbles
11. Soccer
12. Softball
13. Swimming
14. Table tennis
15. Tetherball
16. Touch football
17. Volleyball

Interscholastic. School C does not offer an interscholastic program for students.

### Facilities

Outdoor area. The outdoor area includes teaching stations suitable for a wide variety of activities, including baseball or softball, basketball, football or soccer, volleyball, tetherball and horseshoes. The area is large enough to accommodate the present program of physical education. The playing fields are properly

located, marked and equipped for multiple use. The area is surfaced, graded and drained. Although there is no specially constructed track and field area, the grounds are suitable for this use. At present, no hard-surfaced, multi-purpose area is available.

An outdoor swimming pool is available and is lighted for night activity. Each cottage has an area for basketball, horse-shoes and volleyball.

Indoor area. The gymnasium is large enough to accommodate the present program of physical education. There are arrangements for the seating of a small number of spectators so that play or activity space is not affected. There is suitable lighting, ventilation and heat. The floor space is marked for basketball only.

Storage space for equipment and supplies is adjacent to the playing court. A first-aid center is available and is well equipped.

Dressing and shower area. A dressing and shower area is available for students but is not large enough to accommodate the current program. The area is used for dressing but showers are taken in the cottages. A storage area is not available for physical education uniforms. Lavatories, toilet facilities and drinking fountains are provided.

#### Equipment

The following list represents the equipment available for use in the activity programs at School C:

Permanent Playground Equipment

1. Baseball and softball backstops
2. Basketball backboards and goals
3. Chinning bars
4. Tetherball posts
5. Volleyball net posts

Gymnasium Equipment

1. Basketball backboards and goals
2. Gymnastic
  - a. Climbing ropes
  - b. Rings
3. Mats and mat covers
4. Phonograph
5. Table tennis tables
6. Weight lifting sets

Activity Equipment

1. Angling
  - a. Rods
  - b. Reels
  - c. Lines
  - d. Lures
2. Archery
  - a. Bows
  - b. Arrows
  - c. Quivers
  - d. Targets and target stands
  - e. Finger protectors
  - f. Arm guards
3. Baseball
  - a. Bats
  - b. Balls
  - c. Bases
  - d. Catcher equipment
  - e. Gloves
  - f. Head protectors
4. Basketballs
5. Footballs
6. Horseshoes
7. Shuffleboard
  - a. Cue sticks
  - b. Discs

8. Soccer balls
9. Softball
  - a. Balls
  - b. Bats
  - c. Bases
  - d. Catcher equipment
  - e. Gloves
10. Table tennis
  - a. Balls
  - b. Nets
  - c. Paddles
11. Tetherballs
12. Shot
13. Volleyball
  - a. Balls
  - b. Nets

#### Supplies

1. First-aid supplies
2. Lime marker
3. Pump inflator
4. Rakes
5. Stop watches
6. Tapes
7. Whistles

The physical education instructor is in charge of the budget for activity equipment and, although funds are limited, the equipment provides for a diversified activity program.

#### JUVENILE CORRECTION SCHOOL D

#### Background Information

School D is a training school for girls committed by the Juvenile Courts or Domestic Relations Courts of the State. The school was officially opened in 1929. The student population ranges in age from ten to seventeen years with a mean age of



fourteen years. Grades six through twelve and ungraded classes are taught. The current student population is 220 girls, whose average length of residency is 12.9 months.

### Activity Programs

Physical education. Physical education is required of all students. Students participate in the regular physical education program with the exception of two ungraded classes that receive physical education instruction by the classroom teacher.

The curriculum of School D is planned by the physical education instructor who also has the sole responsibility for evaluating the program. Within the physical education classes, students are given the opportunity to choose activities in which they may participate.

A wide variety of activities are offered within the curriculum. This provides each student with numerous experiences organized to meet her needs. Table IX shows the activities included in the curriculum, grade level in which the activity is taught, and the amount of time spent on the activity in the physical education class.

An average of twenty-two students comprise each physical education class. Students are placed in the various physical education classes on the basis of their grade level. The ninth grade physical education classes meet three times per week, while other classes meet twice weekly. The organization of the physical education class is as follows:

TABLE IX

ACTIVITIES INCLUDED IN PHYSICAL EDUCATION  
CURRICULUM AT SCHOOL D

Activity	Grade level taught	Length of class instruction
Individual Sports		
Badminton	All	10 weeks
Handball	9	8 weeks
Track and field events	9	8 weeks
Tumbling	All	8 weeks
Team Sports		
Basketball	All	12 weeks
Soccer	9	8 weeks
Softball	All	8-12 weeks
Speedball	7-8-9	8-12 weeks
Volleyball	All	8-12 weeks
Dance		
Folk	7-8-9-10	8-12 weeks
Modern	9-10	6 weeks
Social	9-10	6 weeks
Creative	9-10	6 weeks
Body Conditioning		
Body mechanics	9	6 weeks
Recreational		
Horseshoes	8-9	6 weeks
Low organization games	Ungraded classes	All year

- 5 minutes - Changing to gym uniforms
- 1 minute - Checking attendance
- 8 minutes - Conditioning activities
- 12 minutes - Instruction and fundamental skills
- 20 minutes - Involvement in total activity
- 10 minutes - Taking showers and dressing

Students are given leadership experiences by having the opportunity to serve as squad leaders.

Information from medical, psychiatric and psychological evaluations are not made available to the teaching staff. The administrator contends that records are confidential and are not for teachers use.

The school does not offer separate classes in developmental and adapted physical education. Handicapped students are provided a planned program of individual activity within the physical education classes.

Student achievement in physical education is based on an objective evaluation determined by skill test scores, physical fitness test scores and written test scores. Students receive a letter grade from these evaluation scores.

In addition to being responsible for the physical education program, the instructor is responsible for teaching health education and one biology class. No provisions have been made for this instructor to receive in-service training.

Intramural. This training school has an intramural program which grows out of the instruction of activities in the physical education classes. The evenings are set aside for participation in intramural activities, but due to a lack of organization, the majority of the program is carried out within the physical

education classes. Table X indicates the activities included in the intramural program, the grade level in which students can participate and the percentage of student participation in each intramural activity.

TABLE X  
INTRAMURAL ACTIVITIES INCLUDED IN  
PROGRAM AT SCHOOL D

Activity	Grade level of participants	Percentage of student participation
Individual Sports		
Badminton	All	100
Track and field events	All	100 (Sports-day)
Team Sports		
Basketball	All	100
Softball	All	100 (Sports-day)
Volleyball	All	95
Recreational		
Table tennis	All	75

The intramural program is supervised by the director of cottage life. Competition in the various intramural activities is between cottage groups. All students participate in the activities and are given the opportunity for leadership experiences by serving as team captains. At the end of tournament play, ribbons are given to the winning teams and individuals.

Recreation. A recreation program is provided for the students while institutionalized at School D. During the summer months, the program is planned and supervised by the recreation director. The cottage life director and the cottage parents are responsible for the recreation program during the other nine months.

Students have the opportunity to participate in recreational activities at night. The following activities are available to students on a recreational basis:

1. Badminton
2. Basketball
3. Camping
4. Horseshoes
5. Soccer
6. Softball
7. Table games
8. Table Tennis
9. Tetherball
10. Volleyball

Interscholastic program. School D does not offer an interscholastic program for students.

### Facilities

Outdoor area. The outdoor area includes stations suitable for teaching basketball, soccer, softball, speedball, tetherball, track and field activities and volleyball. The playing fields are properly located, marked and equipped for multiple use.

Although there is no specially constructed track and field area, the grounds are suitable for this use. Plans have been made for the construction of a multi-purpose, hard-surfaced area which will be large enough for effective class instruction and marked for a variety of activities.

Indoor area. The gymnasium is large enough to accommodate a full program of physical education. Arrangements have been made for the seating of a small number of spectators. There is suitable lighting, ventilation and heat. The floor space is marked for basketball and the instructor uses tape to mark areas for other activities.

The gymnasium is used for various school activities and as an auditorium. A new auditorium is in the planning stages which will enable the present gymnasium to be used only for physical education activities.

Storage space for physical education equipment and supplies is located adjacent to the activity area although it is not large enough to accommodate the present needs. The instructor's office is adjacent to the indoor court. A first-aid center is not available for use.

Dressing and shower area. A limited dressing and shower area is provided for the activity programs. The area is not equipped with benches, mirrors, clothes hooks or lockers. However, lavatories, toilet facilities and drinking fountains are provided. There is limited space available for storage of physical education uniforms.

#### Equipment

The following list represents the equipment available for use in the activity program at School D:



Permanent Playground Equipment

1. Basketball backboards and goals
2. Tetherball posts
3. Volleyball net posts

Gymnasium Equipment

1. Badminton standards
2. Basketball backboard and goals
3. Gymnastic
  - a. Climbing ropes
  - b. Rings
4. Mats and mat covers
5. Phonograph
6. Table tennis tables
7. Volleyball standards

Activity Equipment

1. Badminton
  - a. Nets
  - b. Rackets
  - c. Shuttlecocks
2. Basketballs
3. Bowling
  - a. Balls
  - b. Pins
4. Handball
  - a. Balls
  - b. Gloves
5. Horseshoes
6. Shuffleboard
  - a. Cue sticks
  - b. Discs
7. Soccer balls
8. Softball
  - a. Balls
  - b. Bats
  - c. Bases
  - d. Catcher equipment
  - e. Gloves

9. Table tennis
  - a. Balls
  - b. Nets
  - c. Paddles
10. Tetherballs
11. Track batons
12. Volleyball
  - a. Balls
  - b. Nets

#### Supplies

1. Jumping ropes
2. Lime marker
3. Pull overs
4. Pump inflator
5. Stop watches
6. Tapes
7. Towels
8. Whistles

The instructor is given the opportunity to request equipment each year. Although the equipment budget is limited, every attempt is made to provide equipment which will insure a broad program of activity.

### JUVENILE CORRECTION SCHOOL E

#### Background Information

School E is a training school for delinquent boys committed by the Juvenile Courts or Domestic Relations Court of the State. This school has been in operation since 1925. The student population ranges in age from thirteen to nineteen with a mean age of 14.6 years. Grades six through twelve and ungraded classes are taught. The current student population is 360 boys, whose average length of residence is twelve months. Plans are being made by the

school for a review and hopeful accreditation by the Southern Association of Secondary Schools and Colleges.

### Activity Programs

Physical education. Physical education is required of all but a few students who enter the training school. Students are exempt for health reasons only, which involves very few boys at any given time. The curriculum of School E is planned by the physical education instructor who also has the sole responsibility for evaluating the program.

A wide scope of activities are offered within the curriculum which provides the student with numerous experiences organized to meet the needs of the participants. Table XI shows the activities included in the curriculum, grade level in which the activity is taught, and the amount of time spent on the activity.

An average of twenty-five students comprise each physical education class. Students are placed in classes on the basis of their grade level. The ninth grade classes meet three times per week, while other classes meet twice weekly. The organization of the class is as follows:

- 3 minutes - Checking attendance
- 7 minutes - Conditioning activities
- 10 minutes - Instruction and fundamental skill
- 30 minutes - Involvement in total activity
- 10 minutes - Taking shower and dressing

The development of student leadership is an important factor in the overall program of this training school. Students are given various experiences in leadership by rotating as squad

TABLE XI  
ACTIVITIES INCLUDED IN PHYSICAL EDUCATION  
CURRICULUM AT SCHOOL E

Activity	Grade Level taught	Length of class instruction
Individual Sports		
Badminton	9	6 weeks
Gymnastics -		
Apparatus	9	Throughout year
Trampolining	9	Throughout year
Tumbling	9	Throughout year
Track and field events	9	8 weeks
Team Sports		
Baseball	9	12 weeks
Basketball	All	12 weeks
Soccer	9	8 weeks
Softball	All	12 weeks
Touch football	All	8 weeks
Volleyball	All	4 weeks
Dance		
Folk	9	4 weeks
Body Conditioning		
Weight training	9	8 weeks
Recreational		
Horseshoes	9	2 weeks
Paddle Tennis	9	4 weeks
Low organized games	Ungraded classes	All year

leaders, team captains, game officials and leaders of warm-up exercises.

Students receive a medical examination upon entrance to school and at regular intervals during confinement. If the need is indicated, the student undergoes psychological and psychiatric evaluations. All student records are available for the instructor's use, so individual planning can be more realistic.

The school does not offer separate classes in developmental and adapted physical education. Handicapped students participate in the regular program.

Student achievement in physical education is based on an objective evaluation determined by skill test scores, physical fitness test scores, and written test scores. Students receive a letter grade based on these scores.

In addition to being responsible for the physical education program, the instructor is responsible for teaching health education and for the coaching of interscholastic activities.

Intramural. This training school has an organized intramural program which grows out of the instruction of activities in the physical education classes. The students have the opportunity to participate in intramural activities after regular school classes. The program is supervised by a recreation director. Table XII indicates the activities included in the intramural program, the grade level in which students can participate and the percentage of student participation in each activity.

TABLE XII  
INTRAMURAL ACTIVITIES INCLUDED IN  
PROGRAM AT SCHOOL E

Activity	Grade level of participants	Percentage of student participation
Individual Sports		
Badminton	All	65
Team Sports		
Baseball	All	80
Basketball	All	90
Soccer	All	50
Softball	All	60
Touch football	All	70
Volleyball	All	50
Recreation		
Horseshoes	All	50
Paddle tennis	All	65
Table tennis	All	65



Competition in the various activities is between cottage groups. All students participate in the program and are given the opportunity for leadership experiences by serving as game officials and team captains. At the end of tournament play, awards are given to the winning teams and individuals. These awards are usually trophies.

Recreation. A recreation program is provided for the students while they are institutionalized at School E. The program is planned and supervised by a full-time recreation director. Each cottage has an evening of planned recreation in the gymnasium one night per week. Various activities and table games are organized so that students will have a choice of activity. During the other nights, students within each cottage participate in their own planned activities. Each cottage has facilities for basketball, volleyball and badminton. The following activities are available to students on a recreational basis:

1. Angling
2. Badminton
3. Baseball
4. Basketball
5. Bowling
6. Horseshoes
7. Paddle tennis
8. Soccer
9. Softball
10. Table tennis
11. Touch football
12. Track events
13. Volleyball

Interscholastic. The boys at the training school have the opportunity to participate in interscholastic competition. Table XIII indicates the interscholastic activities, the number

of games played each year and the percentage of student participation.

TABLE XIII  
INTERSCHOLASTIC ACTIVITIES INCLUDED IN  
PROGRAM AT SCHOOL E

Activity	Number of games played each year	Percentage of student participation
Football	8	12.6
Basketball	20	7.9
Baseball	12	8.9

#### Facilities

Outdoor area. The outdoor area provides the instructor an opportunity to teach a broad program of physical education. The playing fields are equipped for multiple use and properly located and marked. Although there is not specially constructed track and field area, the grounds are suitable for this use.

Each cottage has basketball, volleyball and badminton facilities for recreational use.

Indoor area. The gymnasium is large enough to accommodate a full program of physical education. There are arrangements for seating spectators without affecting the activity space. The floor space is marked for a variety of activities including basketball, volleyball, tennis-type games and shuffleboard. There is suitable lighting, ventilation and heat.

Storage space for equipment and supplies is adjacent to the playing court as is the first-aid center. Classrooms are not available for use for physical education. The instructor has an office adjacent to the indoor court.

Dressing and shower area. Due to lack of space and the need for classrooms, the dressing area has been converted into modified classrooms. Students must dress for physical education classes at their cottages before coming to class. Students dress for interscholastic activities in the modified classrooms.

The shower facilities can accommodate the largest group using the area at any one time. Lavatories, toilet facilities and drinking fountains are provided.

### Equipment

The following list represents the equipment available for use in the activity programs at School E:

#### Permanent Playground Equipment

1. Baseball and softball backstops
2. Basketball backboards and goals
3. Broad jump pits
4. Volleyball net posts

#### Gymnasium Equipment

1. Basketball backboards and goals
2. Chinning bars
3. Gymnastic
  - a. Beat board
  - b. Climbing ropes
  - c. Horizontal bar
  - d. Long horse
  - e. Parallel bars
  - f. Side horse
  - g. Trampoline

4. Mats and mat covers
5. Phonograph
6. Table tennis tables
7. Volleyball standards
8. Weight lifting sets

#### Activity Equipment

1. Badminton
  - a. Nets
  - b. Rackets
  - c. Shuttlecocks
2. Baseball
  - a. Bats
  - b. Balls
  - c. Bases
  - d. Catcher equipment
  - e. Gloves
  - f. Head protectors
3. Basketballs
4. Bowling
  - a. Balls
  - b. Pins
5. Deck tennis ring
6. Footballs
7. Horseshoes
8. Paddle tennis sets
9. Soccer balls
10. Softball
  - a. Balls
  - b. Bats
  - c. Bases
  - d. Catcher equipment
  - e. Gloves
11. Table tennis
  - a. Balls
  - b. Nets
  - c. Paddles
12. Volleyball
  - a. Balls
  - b. Nets

Supplies

1. First-aid supplies
2. Lime marker
3. Pull-overs
4. Pump inflator
5. Rakes
6. Shovels
7. Stop watches
8. Tapes
9. Towels
10. Whistles

The school administrator and the physical education instructor plan equipment needs in advance, so that the best possible use of the equipment budget can be made. Equipment at School E enhances the students' opportunity to receive a broad activity program.

JUVENILE CORRECTION SCHOOL FBackground Information

School F is a training school for boys which officially opened in 1909. All students are committed to the school by the Juvenile Courts or Domestic Relations Courts of the State. Currently, the boys in attendance are eight to sixteen years of age. The average age of the student population is fifteen years. Academic levels from the sixth through the tenth grades are currently being taught in addition to ungraded classes. The eleventh and twelfth grades are available to students who qualify academically. The school has a student population of 340 boys, whose average length of residency is eleven months.

### Activity Programs

Physical education. All students who enter this training school are required to participate in physical education classes. The curriculum is planned by the instructor who also has the sole responsibility for evaluating the program. Within the assigned physical education class, students are given a choice of activities in which they may participate.

Students participate in a variety of activities with emphasis placed on major team sports. Table XIV shows the activities included in the curriculum, grade level in which the activity is taught and the amount of time spent on the activity in the physical education class.

An average of twenty-three students comprise each physical education class. Students are placed into the various classes on the basis of their grade level. These classes meet three times per week. The organization of the classes is as follows:

- 3 minutes - Changing to gym uniforms
- 1 minute - Checking attendance
- 5 minutes - Conditioning activities
- 10 minutes - Instruction and fundamental skills
- 15 minutes - Involvement in total activity
- 6 minutes - Shower and dressing

Students are given the opportunity for leadership experiences by serving as team captains and game officials, and as leaders of warm-up exercises.

Upon entrance to school, each student receives a medical examination. If indicated, psychological and psychiatric



TABLE XIV  
ACTIVITIES INCLUDED IN PHYSICAL EDUCATION  
CURRICULUM AT SCHOOL F

Activity	Grade level taught	Length of class instruction
Individual Sports		
Aquatics		
Beginning swimming	All*	14 weeks
Intermediate swimming	All*	14 weeks
Advanced Swimming	All*	14 weeks
Speed swimming	All*	14 weeks
Diving	All*	14 weeks
Lifesaving	All*	14 weeks
Gymnastics		
Apparatus	All	3 weeks
Tumbling	All	3 weeks
Track and field events	All	6 weeks
Team Sports		
Basketball	All	12 weeks
Soccer	All	4 weeks
Softball	All	8 weeks
Touch football	All	12 weeks
Volleyball	All	5 weeks
Recreational		
Horseshoes	All	1 week

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\*Placement in aquatic activities is dependent on the student's ability and skill.

evaluations are made. Reports of all evaluations are available for the instructor's review so that individual planning can be realistic.

Since there is no provision for the inclusion of a developmental and adapted physical education program, handicapped students participate as much as possible in the regular program. They are excused from some activities which may aggravate their impairment.

Student achievement in physical education is based on an objective evaluation determined by skill test scores and physical fitness test scores. A numerical grade is given as a result of the evaluation.

The physical education instructor devotes full-time to the program. Some in-service training, primarily in the form of workshops, is available to the instructor.

Intramural. This training school has an organized intramural program which grows out of the instruction of activities in the physical education classes. Intramural activities are scheduled for the end of the school day and are planned by the cottage life director. He receives assistance from other faculty members in the supervision of the program. Table XV indicates the activities included in the intramural program, the grade level in which students can participate and the percentage of student participation in each intramural activity.

Team captains select their team members for a scheduled activity. All students desiring to participate in an activity

TABLE XV

INTRAMURAL ACTIVITIES INCLUDED IN  
PROGRAM AT SCHOOL F

Activity	Grade level of participants	Percentage of student participation
Individual Sports		
Track and field events	All	60
Team Sports		
Baseball	All	20
Basketball	All	80
Touch football	All	80
Volleyball	All	50
Recreational		
Horseshoes	All	60

must be selected. Leadership experiences are provided for the students. Many serve as managers, game officials and team captains. At the end of tournament play, awards are given to winning teams and individuals. These awards vary and are dependent on the activity. They include trophies, certificates, rotating plaques, and verbal recognition before the student body. Eighty per cent of the school population participates in the intramural program.

Recreation. A recreation program is provided for students while they are enrolled at the training school. The program is planned by the cottage life director who receives assistance in the supervision from other staff members. Volunteer assistance is also given by various church and civic groups.

Students have the opportunity to participate in a variety of activities after regular school classes and at night. The following activities are available to students on a recreational basis:

1. Angling
2. Basketball
3. Camping
4. Hiking
5. Horseshoes
6. Paddle tennis
7. Softball
8. Swimming
9. Table tennis
10. Tetherball
11. Touch football
12. Volleyball

Interscholastic. Until recently, this school had no interscholastic program. Baseball leagues are now being formed and

are entered for competition in the community summer baseball program. Since this is a new program, figures are not available on the number of participants and the number of games to be played.

### Facilities

Outdoor area. The outdoor facilities include an area for football, soccer and track and field events; a baseball field; and two softball fields. The area is large enough to accommodate the peak load assigned to the area at any one time. The grounds are properly surfaced, graded and drained.

Plans are being made for the construction of a multi-purpose, hard-surfaced activity area.

Indoor area. The gymnasium is large enough to accommodate a full program of physical education. The floor space is marked for a variety of activities including basketball, volleyball, tennis-type games and shuffleboard. Arrangements have been made for the seating of spectators, so that activity space is not affected. There is suitable light, ventilation, and heat.

An indoor swimming pool is located adjacent to the gymnasium. Swimming is taught during the summer months because the facility is not adequately heated for winter use.

Storage space for equipment and supplies is located near the activity area.

Dressing and shower area. A dressing and shower area is provided for participants in the activity programs. The area is

not equipped with benches, mirrors or lockers. However, lavatories, toilet facilities and drinking fountains are provided. Space for storage of physical education uniforms is limited.

### Equipment

The following list represents the equipment available for use in the activity programs at School F:

#### Permanent Playground Equipment

1. Baseball and softball backstops
2. Basketball backboards and goals
3. Broad and high jump pits
4. Soccer goal posts
5. Tetherball posts
6. Volleyball net posts

#### Gymnasium Equipment

1. Basketball backboards and goals
2. Gymnastics
  - a. Parallel bars
  - b. Side horse
3. Mats and mat covers
4. Phonograph
5. Volleyball standards
6. Weight lifting sets

#### Activity Equipment

1. Angling
  - a. Rods
  - b. Reels
  - c. Lines
  - d. Lures
2. Baseball
  - a. Bats
  - b. Balls
  - c. Bases
  - d. Catcher equipment
  - e. Gloves
  - f. Head protectors



3. Basketballs
4. Footballs
5. Horseshoes
6. Shuffleboard
  - a. Cue sticks
  - b. Discs
7. Soccer balls
8. Softball
  - a. Balls
  - b. Bats
  - c. Bases
  - d. Catcher equipment
  - e. Gloves
9. Table tennis
  - a. Balls
  - b. Nets
  - c. Paddles
10. Tetherballs
11. Track and field
  - a. Batons
  - b. Cross bars (high jump)
  - c. Discus
  - d. High hurdles
  - e. High jump standards
  - f. Shot
12. Volleyball
  - a. Balls
  - b. Nets

#### Supplies

1. Lime marker
2. Pull-overs
3. Pump inflator
4. Rakes
5. Shovels
6. Stop watches
7. Tapes
8. Towels
9. Whistles

The instructor has the opportunity to request additional equipment each year. The school attempts to make equipment

available in order to insure a broad program of activity in the classroom and in the recreation program.

#### JUVENILE CORRECTION SCHOOL G

##### Background Information

School G is a training school which has provided over fifty years of service to delinquent young women. All students are committed to the school by the Juvenile Courts or Domestic Relations Courts of the State. The student population ranges in age from ten to eighteen years with a mean age of 14.6 years. Grades six through twelve and ungraded classes are taught. The current student population is 375 girls, whose average length of residence is twenty months.

##### Activity Programs

Physical education. School G has been without an organized physical education program until recently due to its inability to locate a qualified instructor.

Personal interviews with the superintendent and principal revealed that the physical education program is considered an integral part of the total educational process. Emphasis is to be placed on the building of a strong dance program after an instructor is hired.

During the summer months, the school has been able to secure the services of a Red Cross Water Safety Instructor who directs the swimming activities. The classroom teachers have been

directed to provide the girls with various types of physical activity until a regular program can be established.

Intramural. An organized intramural program is not available for the students. A program developing from the instruction of activities in the physical education classes will be established when an instructor is employed.

Recreation. A cottage counselor has been designated to provide a recreation program for the students. A group of thirty girls are selected each week to spend an afternoon sightseeing, shopping, or visiting a place of special interest. Each week two cottages plan a party of dancing, games and refreshments. The recreation counselor visits the cottages and plans various activities with the girls.

In addition to the above, the girls are able to participate in the following activities during available free time:

1. Badminton
2. Croquet
3. Horseshoes
4. Shuffleboard
5. Softball
6. Swimming
7. Table tennis

Interscholastic. School G does not offer an interscholastic program for its students.

### Facilities

Outdoor area. The outdoor area includes teaching stations suitable for a variety of activities, including softball, soccer, speedball, croquet and horseshoes. A newly constructed swimming

pool provides the students with an opportunity for water safety instruction during the summer months.

Indoor area. The gymnasium is large enough to accommodate a diversified program of physical education. Spectators can be seated so that play or activity space is not affected. The floor space is marked for a variety of activities, including basketball, volleyball, tennis-type games, shuffleboard and wall handball. The area has suitable lighting, ventilation, and heat.

A first-aid center is available in case of minor injury. Storage space for physical education equipment and supplies and the instructor's office are located adjacent to the indoor court.

Dressing and shower area. Dressing and shower facilities are provided for participants in the school's activity program. The dressing room is equipped with benches, mirrors and clothes hooks. A storage area for physical education uniforms is not available. Lavatories, toilet facilities and drinking fountains are provided.

### Equipment

The following list represents the equipment available for use in the activity program at School G.

#### Permanent Playground Equipment

1. Baseball and softball backstops

#### Gymnasium Equipment

1. Basketball backboards and goals
2. Mats and mat covers

3. Phonograph
4. Standards for badminton
5. Table tennis tables

#### Activity Equipment

1. Badminton
  - a. Nets
  - b. Rackets
  - c. Shuttlecocks
2. Baseballs
3. Basketballs
4. Horseshoes
5. Shuffleboard
  - a. Cue sticks
  - b. Discs
6. Soccer balls
7. Softball
  - a. Balls
  - b. Bats
  - c. Bases
8. Table tennis
  - a. Balls
  - b. Nets
  - c. Paddles
9. Tennis
  - a. Balls
  - b. Rackets
  - c. Nets
10. Volleyball
  - a. Balls
  - b. Nets
11. Croquet

#### Supplies

1. First-aid supplies
2. Jumping ropes
3. Pump inflator

The purchase of equipment and supplies has been curtailed until an instructor for the program can be hired.

## JUVENILE CORRECTION SCHOOL H

Background Information

School H was established in 1961. The training school receives boys and girls from other training schools in the State who have been identified as needing clinical services. These students are classified as emotionally disturbed, socially immature, epileptic, pregnant girls and other special problem youngsters. The school maintains a clinical division staffed with professionally trained persons in the fields of social work, psychology, psychiatry, nursing, medicine and denistry.

Upon arrival at the school, students are placed in a reception unit where they undergo various evaluation procedures. The mean age of students in the reception unit is 14.3 years. The current student population is sixty-seven, whose average length of residency is 2.2 months.

After completing evaluation procedures at the reception unit, the student is transferred to an appropriate training school, or to the treatment unit at School H. The current student population at the treatment unit is 186, whose average length of residency is 7.9 months. The average student age is 14.3 years.

The reception unit and the treatment unit each have a physical education program with their own instructor. The two programs are similar and are discussed together with a distinction made only where the programs may differ.



### Activity Programs

Physical education. Due to the nature of School H, some students are exempt from physical education for health reasons. However, an effort is made to involve each student in some type of physical education program. Therefore, the number exempted is very small.

The curriculum is planned cooperatively by the administrator, instructor and students. Students are requested to specify various activities in which they would like to participate and an attempt is made to incorporate these activities into the curriculum.

Various activities are offered within the curriculum which provide students with numerous experiences organized to meet their needs. The scope of activities is limited due to limited facilities and a major emphasis is placed on recreational activities. Tables XVI and XVII show the activities included in the curriculum of the reception unit and the treatment unit, respectively, grade level in which the activity is taught and the amount of time spent on the activity in the physical education class.

An average of fifteen students comprise each physical education class. Students are placed in non-graded classes on the basis of their age. The classes meet five times per week and are organized as follows:

- 5 minutes - Checking attendance
- 10 minutes - Conditioning activities
- 5 minutes - Instruction and fundamental skills
- 35 minutes - Involvement in total activity
- 5 minutes - Break

TABLE XVI

ACTIVITIES INCLUDES IN PHYSICAL EDUCATION  
CURRICULUM AT RECEPTION UNIT AT SCHOOL H

Activity	Grade level taught	Length of class instruction*
Individual Sports		
Badminton	All	4 weeks
Bowling (film strips)	All	1 week
Gymnastics -		
Apparatus	All	2 weeks
Tumbling	All	2 weeks
Swimming	All	2 weeks
Track events	All	2 weeks
Wrestling	7-10 (boys)	2 weeks
Team Sports		
Basketball	All	8 weeks
Softball	All	8 weeks
Touch football	All (boys)	8 weeks
Volleyball	All	6 weeks
Dance		
Folk	All	2 weeks
Social	All	2 weeks
Body Conditioning		
Body mechanics	All	1 week
Weight training	All (boys)	3 weeks
Recreational		
Horseshoes	All	1 week
Pool	All	3 weeks
Table tennis	All	2 weeks
Tetherball	All	1 week

\*The length of time spent in particular activity varies and is dependent on student interest.

TABLE XVII

ACTIVITIES INCLUDED IN PHYSICAL EDUCATION  
CURRICULUM AT TREATMENT UNIT AT SCHOOL H

Activity	Grade level taught	Length of class instruction
Individual Sports		
Badminton	All	3 weeks
Track and field events	All (boys)	4 weeks
Team Sports		
Basketball	All	6 weeks
Soccer	7-10 (boys)	4 weeks
Softball	All	5 weeks
Touch football	7-10 (boys)	6 weeks
Volleyball	All	4 weeks
Dance		
Folk	All	4 weeks
Body Conditioning		
Weight training	All (boys)	4 weeks
Recreational		
Horseshoes	All	2 weeks
Pool	All	4 weeks
Table tennis	All	3 weeks

Emphasis is placed on inducing the reluctant and withdrawn student to participate in group activities. The development of student leadership is an important factor in the overall program of this school. Students are given various leadership experiences by rotating as squad leaders, team captains, game officials and leaders of warm-up exercises.

The availability of medical, psychological and psychiatric information is an important aspect of program planning in order to meet the needs of the individual students. Upon admission to the institution, each student is given a physical examination and undergoes a psychological evaluation. Psychiatric examinations and treatment are given to those students who are considered to be in need of this service as indicated by the psychological examination. All evaluation reports are available to the instructor for his review so that individual planning can be more realistic. If the instructor becomes aware of particular student problems, he can request additional evaluations and/or a staff conference regarding the student.

The school does not offer separate classes in developmental and adapted physical education. Handicapped students participate as much as possible in the regular activity program.

Student achievement in physical education is based on an objective evaluation of skill test scores, physical fitness test scores, and written test scores. A subjective evaluation is also made by the instructor who then assigns a numerical grade representative of achievement.

In addition to being responsible for the physical education program, the instructor is responsible for the intramural program and the recreation program.

Intramural. This school has a limited intramural program but one which is related to the instruction of activities in the physical education classes. Table XVIII indicates the activities included in the intramural program, the grade level in which students can participate and the percentage of student participation in each activity.

TABLE XVIII

INTRAMURAL ACTIVITIES INCLUDED IN  
PROGRAM AT SCHOOL H

Activity	Grade level of participants	Percentage of student participation
Team Sports		
Basketball	All	50
Softball	All	50
Touch football	All	30
Recreational		
Pool	All	40

Competition in the various activities is between physical education classes. Fifty per cent of the student population participates in this program. Students are given leadership experience by serving as game officials and team captains. At the end of tournament play, certificates are given to winning teams and individuals.

Recreation. Students have the opportunity to participate in recreational activities during their activity period, in the evenings, and on week-ends. Several volunteer groups have contributed to the conduct of the program by making it possible for the school to expand the scope of activities. Cottage counselors have also taken an active part in giving proper supervision for free play and in conducting recreational activities. The following activities are available to students on a recreational basis:

1. Badminton
2. Basketball
3. Croquet
4. Dance
5. Horseshoes
6. Pool
7. Shuffleboard
8. Softball
9. Swimming
10. Table tennis
11. Tennis
12. Tetherball
13. Touch football
14. Volleyball

Interscholastic. School H does not provide an interscholastic program for students.



## Facilities

Outdoor area. The outdoor area includes several teaching stations located at various parts of the campus. The area is used for a variety of activities including basketball, horse-shoes, soccer, softball, tetherball, touch football and volleyball.

Basketball goals have been erected at the end of several dead-end streets adjacent to the students' cottages. Several of the goals are not usable at this time. A hard-surfaced tennis court area is available and will be usable after repaired. A swimming pool is located on the grounds but receives limited use by the physical education classes due to its distance from the main part of the campus.

Indoor area. The indoor area consists of a large room converted into a physical education and recreation facility. The floor space is marked for shuffleboard only. Adjacent to this area is an office for the instructor and a room for the storage of equipment and supplies. Another room has been converted for lifting weights.

Dressing and shower area. Dressing and shower areas are not available. The girls use a restroom for dressing, while the boys participate wearing their school clothes. Lavatories and toilet facilities are available.

## Equipment

The following list represents the equipment available for use in the activity program at School H:

Permanent Playground Equipment

1. Baseball and softball backstops
2. Basketball backboards and goals
3. Tetherball posts
4. Volleyball net posts

Gymnasium Equipment

1. Chinning bars
2. Mats and mat covers
3. Phonograph
4. Pool tables
5. Table tennis tables
6. Weight lifting sets
7. Piano
8. Punching bag

Activity Equipment

1. Badminton
  - a. Nets
  - b. Rackets
  - c. Shuttlecocks
2. Basketballs
3. Croquet sets
4. Footballs
5. Horseshoes
6. Pool equipment
7. Shuffleboard
  - a. Cue sticks
  - b. Discs
8. Soccer balls
9. Softball
  - a. Balls
  - b. Bats
  - c. Catcher equipment
  - d. Gloves
10. Table tennis
  - a. Balls
  - b. Nets
  - c. Paddles
11. Tennis
  - a. Balls
  - b. Rackets

12. Tetherballs
13. Track and field
  - a. Batons
  - b. Shot
14. Volleyball
  - a. Balls
  - b. Nets

#### Supplies

1. Pump inflator
2. Whistles

The physical education instructors are responsible for requesting equipment and supplies needed for the activity programs. The equipment and supply budget for the treatment unit is two hundred dollars per year, whereas the budget for the reception unit is one hundred dollars per year.

## CHAPTER VI

### COMPARISON OF TRAINING SCHOOL ACTIVITY PROGRAMS, FACILITIES AND EQUIPMENT

The central problem in this study was to identify the status of activity programs for delinquent youth confined in North Carolina juvenile correction schools. The following presents a comparison of the various program areas in the eight training schools surveyed.

#### ACTIVITY PROGRAMS

##### Physical Education Program

The physical education program was surveyed in seven of the eight training schools in North Carolina. Since School G was without the services of an instructor, the physical education instruction was provided by the various classroom teachers. Therefore, the program was not studied.

Two of the seven schools surveyed require all students to participate in physical education classes. Four schools exempt a small minority of students for health reasons; one school exempts maintenance students as well as those with health problems.

Various methods are used for planning and evaluating the curriculum. The physical education instructor has this responsibility in four of the training schools, whereas the school administrator, instructor, and students share the responsibility

in two of the schools. One school divides this responsibility between the school administrator and the instructor.

A broad program of physical education is offered to the training school students. The number of different activities in which students participate range from three in one school to twenty-three in another school. Students participate in fourteen or more activities in six of the seven programs studied. Team sports receive the major emphasis in each of the training schools. Table XIX shows the activities offered in the physical education classes at each school. The students are given a choice of activities in which they may participate in six of the seven schools studied.

The average physical education class enrollment ranges from thirteen students to twenty-five students with an overall average class size of twenty students. Four training schools place students in the physical education class on the basis of their grade level; two schools on the basis of the student's age; and one school on the basis of core groups. Each school places a high priority on providing the student with leadership experiences.

The length of the physical education class varies from forty minutes to sixty minutes. Three schools have sixty minute classes; one school, fifty-six minute classes; one school, forty-five minute classes; and two schools have forty minute classes. One training school devotes thirty minutes to instruction and fundamental skills while another school spends five minutes in



\*Facilities does not include a gymnasium. Outdoor areas are utilized.



this area. The other schools devote ten to twelve minutes during each class for instruction and fundamental skills.

All physical education classes in three of the schools meet three times per week. In two schools, the ninth grade classes meet three times per week, while the other students are in class two times per week. Students in one school meet their class five times per week, and one school offers the class two times per week.

A program of developmental and adapted physical education is not provided for students enrolled in any of the juvenile correction schools. Handicapped students participate as much as possible in the planned physical education program. Two schools provide a planned program of individual activity for the handicapped student within the assigned class.

Each student participating in the program is evaluated in terms of his achievement. Five schools use objective ratings to evaluate students; one school uses a combination of objective and subjective ratings; and one school uses subjective ratings only.

Medical, psychological, and psychiatric reports regarding the students are available for the instructor's review in six of the seven schools studied.

Each instructor interviewed stated that the physical education program received the full support of the school administration. When asked the greatest advantage a student receives from participation in the program, the most common response was, "The student has the opportunity for greater success in satisfying

urges, needs and drives." The second most common response was, "The program has the opportunity to stress training for satisfying participation in leisure time activities."

Only one instructor was able to devote full time to the physical education program. In addition to having responsibility for the instructional program, the instructors were responsible for such areas as health education, the intramural program, the recreation program, the interscholastic activities, teaching biology and the supervision of students at lunch time. Four instructors indicated that workshops and local staff training sessions were made available to them for in-service training, whereas the others indicated that no in-service training provisions had been made. Table XX shows the educational background and teaching experience of the physical education staff.

#### Intramural Program

Seven of the eight training schools have an intramural program which grows out of the instruction of the activities taught in the physical education classes. School G will establish an intramural program soon after an instructor is employed. Table XIX on page 100 shows the intramural activities provided for students at each school.

Table XXI on page 104 shows the times available for students to participate in intramural activities at each training school. The training schools which provide a program give all students the opportunity to participate in the activities. In three schools, competition is between cottage groups. Team

TABLE XX  
EDUCATIONAL BACKGROUND OF  
PHYSICAL EDUCATION STAFF

School	Degree	Major	Minor	Years teaching experience	Years at present school
A*	B.S.	Elem. Educ.	Phys. Educ.	9	9
B	B.S.	Phys. Educ.	History	3	1
C	B.S.	Phys. Educ.	-	25	27
D	B.S.	Phys. Educ.	Biology	6	6
E*	B.S.	Phys. Educ.	Science	2	1
F*	A.B.	Phys. Educ.	Science	19	11
G	-	-	-	-	-
H (1)	B.S.	Phys. Educ.	-	3	3
(2)	B.S.	Phys. Educ.	-	3	1

\*Completing requirements toward Master's of Education.

TABLE XXI  
TIME AVAILABLE FOR INTRAMURAL ACTIVITIES

Time	Schools							
	A	B	C	D	E	F	G	H
After regular school classes		x	x		x	x		
Before classes								
Activity period	x							x
Noon hour		x	x					
Night		x	x	x				

captains are selected to choose participants in two schools and all students desiring to participate must be selected. One school allows students to sign up for participation in the various activities. Competition is between physical education classes in one school.

Awards or verbal recognition is given to the winning teams and/or individuals. Opportunities are provided for student leadership experiences within the intramural program at each school.

The intramural program is supervised by the cottage life director in three of the schools. The physical education instructor and the recreation director supervise the program in two schools each. Assistance in supervision is provided by faculty members in one school.

### Recreation Program

All training schools provide a recreation program for students while they are institutionalized. Table XIX on page 100 shows the activities in which students have the opportunity to participate. Table XXII shows the time available to students for participation in recreational activities.

TABLE XXII  
TIME AVAILABLE FOR PARTICIPATION IN  
RECREATIONAL ACTIVITIES

Time	Schools							
	A	B	C	D	E	F	G	H
Activity period	x							x
After regular school classes	x	x			x	x		
Noon hour			x					
Night		x	x	x		x	x	
Free time	x	x	x				x	

A recreation director supervises the program in three schools. In one school, the recreation director receives assistance in the supervision of the program from the cottage parents. The cottage parents are responsible for the supervision of the program at two of the schools. Faculty members provide supervision of the program at one school. The recreation program receives

assistance from community volunteer groups at four of the eight training schools.

#### Interscholastic Program

Three training schools participate in interscholastic competition. Table XIX on page 100 shows the activities in which the students have the opportunity to participate.

### FACILITIES

The facilities available for physical education activities were observed at the eight North Carolina juvenile correction training schools. Table XIX on page 100 indicates the availability of the areas for specific activities.

#### Outdoor Area

The outdoor facilities at the eight training schools are suitable for a wide variety of physical education activities. The area at seven of the schools can accommodate the maximum number of participants using the area at any one time. Since the physical plant of School H was a former veterans hospital with the adjoining barrack type structure, the outdoor activity areas are scattered over the campus. Due to the location of the activity areas, only a limited number of participants can use the area at any one time.

Seven of the eight schools do not have a specially constructed track and field area; however, the outdoor areas of all



the schools have been sufficient to carry out a track and field program. Three schools have jumping pits available to complement their program.

Plans for the construction of a multi-purpose, hard-surfaced area are underway at three training schools. A hard-surfaced area is available for students at one school, but extensive repairs are needed.

Four training schools have outdoor swimming facilities; three have swimming pools and one uses an irrigation pond. The only night lighting available is for one of the outdoor pools.

#### Indoor Area

Seven schools have gymnasiums large enough to accommodate a full program of physical education. These facilities have suitable light, ventilation, and heat. The floor space in five of the gymnasiums is marked for a variety of activities including basketball, volleyball, tennis-type games, shuffleboard and wall handball. Two of the indoor facilities are marked only for basketball. The gymnasiums at four of the schools have sufficient seating for spectators, whereas three schools have a limited seating capacity.

The indoor area at one school consists of a large room converted into a physical education facility. This room has an area marked for shuffleboard.

Seven of the eight facilities have adequate storage space for physical education equipment and supplies near the activity

area. The instructor has an office adjacent to the activity area at six of the facilities. Two schools have classrooms available for the physical education program but located in a building other than the gymnasium. One school has a classroom adjacent to the indoor activity area. Five schools have first-aid centers adjacent to the gymnasium.

#### Dressing and Shower Area

Four schools have dressing rooms large enough to accommodate the peak load using the area at any one time. Three of these areas have provided benches, mirrors and lockers or clothes hooks for the students. Two training schools have dressing areas, but not sufficient to handle the needs of the program. The dressing area at one school has been converted into a classroom and is usable only after regular school classes are completed.

Seven schools have shower facilities of which five can accommodate the physical education program adequately. Lavatories, toilets, and drinking fountains are suitable in each school.

Sufficient space has been provided for the storage of physical education uniforms in two schools. One school has an area for uniform storage, but it is not large enough to accommodate the participating students.

#### EQUIPMENT

Table XIX on page 100 indicates the availability of equipment needed to carry out specific activities.

## CHAPTER VII

### SUMMARY AND RECOMMENDATIONS

The central problem in this study was to identify the status of physical education programs, intramural programs, interscholastic programs and recreational programs for delinquent youth confined in the juvenile correction training schools in the State of North Carolina.

#### Summary

Students confined to the North Carolina Juvenile Correction schools received a broad program of physical activity. Major emphasis is placed on team sports. Individual sports, dance, body conditioning, recreational activities, and games of low organization complete the program.

Participation in the physical education class is required of all students at two schools; five schools exempt students for health reasons. Students involved in school maintenance are exempt from the physical education class at one school. Instruction is provided for students in as many as twenty-three activities at one school and as few as three activities in another school.

Physical education instructors had a wide range of responsibility and only one instructor was able to devote full time to the physical education program. In the majority of schools, the instructor had the responsibility of planning and evaluating the curriculum. As a group, the physical education staff was educationally qualified to provide a diversified activity program. The

state office staff and the school administrators gave their full support to the activity programs and consider physical education as an integral part of the total educational program.

An organized intramural program growing out of the instructional program was available to students in seven of the eight training schools. The intramural program provided all students with the opportunity to participate as well as provided them with leadership experiences. The number of activities provided ranged from thirteen in one school to four in another school.

Each training school surveyed provided a recreation program for institutionalized students. Twenty activities were available to students on a recreational basis at one school, while as few as six activities were offered at another school. Community volunteer groups assisted with the recreation program in four of the eight schools surveyed.

Seven of the eight training schools had facilities and equipment which could provide for a wide variety of activities.

#### Recommendations

As a follow-up to this study, it is suggested that the physical education program at Samarcand Manor, Eagle Springs, North Carolina be surveyed. A physical education instructor has been employed since the completion of this survey and activity programs have been developed. Also, additional emphasis has been placed on the recreation programs in several training schools by employing recreation directors. It is felt this program has experienced growth and has become broader in scope.

The need for additional research in physical education programs for the institutionalized delinquent became apparent during the course of this study. Some suggested topics which require research beyond the limits of this study are as follows:

1. A Study of the Morphological Structure of Delinquent Youth Committed to the North Carolina Training Schools.
2. Comparison of Leisure Time Interests of Juvenile Delinquents Before Commitment and After Release From the Training School.
3. An Evaluation of Physical Education Instructional Methods Used in the North Carolina Training Schools.
4. An Evaluation of Physical Education Programs and Facilities Designed for Youth Confined in the North Carolina Training Schools.
5. Comparison of the Adjustment of the Delinquent Participating in a Physical Education Program Versus the Delinquent Not Participating in a Physical Education Program While Confined to the Training School.
6. A Survey to Determine the Need for a Developmental and Adapted Physical Education Program Within the Training Schools.

It is desired that this study will provide an entrance for future research in physical education as a contributing program in the rehabilitation of the juvenile delinquent.







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## APPENDIXES



North Carolina  
BUREAU OF STATISTICAL CONTROL  
Raleigh, N.C., 27603

May 15, 1969

MEMORANDUM FOR THE DIRECTOR AND PRINCIPALS

SUBJECT: Survey of Foreign Education and Research  
Initiated by Mr. Philip H. Chase

TO: Mr. J. W. Bryan  
Director of Education

Mr. Philip H. Chase, Statistical Consultant for  
Educational Research, has been assigned to the University of  
North Carolina at Chapel Hill to conduct a survey of foreign  
education and research. The survey is being conducted in  
conjunction with the Survey of Foreign Education and Research  
initiated by Mr. Chase.

#### APPENDIX A

#### Memorandum Issued by Mr. J. W. Bryan

This memorandum is to report on the results of the  
survey conducted by Mr. Chase at the University of North  
Carolina at Chapel Hill. The survey was conducted in  
conjunction with the Survey of Foreign Education and Research  
initiated by Mr. Chase.

Mr. Chase will submit a report on the results of the  
survey to the Director of Education.

My appreciation for your interest in this matter is  
expressed.

Very truly,  
Yours,

Mr. J. W. Bryan  
Director of Education



North Carolina  
BOARD OF JUVENILE CORRECTION  
Raleigh, N. C. 27602

May 15, 1969

MEMORANDUM TO: Directors and Principals

SUBJECT: Survey of Physical Education and Recreation  
Program by Mr. Philip E. Chase

FROM: J. Walter Bryan  
Director of Education

Mr. Philip E. Chase, Rehabilitation Counselor for Vocational Rehabilitation and a student at The University of North Carolina at Greensboro, has discussed with me the possibility of conducting a survey of physical education and recreational programs in the Juvenile Correction Schools. His survey is for the purpose of completing requirements for the Master's Degree in Physical Education.

This memorandum is to request that each Principal and/or Director provide Mr. Chase with information pertinent to his subject and give him the opportunity to observe the programs.

Mr. Chase will contact each school and make arrangements for visitation.

Any assistance you give him will be appreciated.

JWB:jst

cc: Mr. Blaine M. Madison  
Mr. Philip E. Chase

# APPENDIX A

1. C. A. Hilton School, Salem, North Carolina
2. Cameron Park Training School, Raleigh, North Carolina
3. Hanes Lane Training School, Winston, North Carolina
4. Eastern Carolina Training School, Wayne County, North Carolina
5. Juvenile Reformatory Center, Durham, North Carolina
6. Western State, Wayne County, North Carolina
7. Eastern State, Wayne County, North Carolina

## APPENDIX B

### Juvenile Correction Schools Surveyed

## JUVENILE CORRECTION SCHOOLS SURVEYED

1. C. A. Dillon School, Butner, North Carolina
2. Cameron Morrison Training School, Hoffman, North Carolina
3. Dobbs Farm Training School, Kinston, North Carolina
4. Eastern Carolina Training School, Rocky Mount, North Carolina
5. Juvenile Evaluation Center, Swannanoa, North Carolina
6. Samarcand Manor, Eagle Springs, North Carolina
7. Samuel Leonard Training School, McCain, North Carolina
8. Stonewall Jackson Training School, Concord, North Carolina

CHURCH OF FINANCIAL REFORMERS, INTERNATIONAL  
CHURCH OF FINANCIAL REFORMERS, INTERNATIONAL  
CHURCH OF FINANCIAL REFORMERS, INTERNATIONAL  
CHURCH OF FINANCIAL REFORMERS, INTERNATIONAL  
CHURCH OF FINANCIAL REFORMERS, INTERNATIONAL

CHURCH OF FINANCIAL REFORMERS, INTERNATIONAL

CHURCH OF FINANCIAL REFORMERS, INTERNATIONAL

#### APPENDIX C

#### Questionnaire

SURVEY OF PHYSICAL EDUCATION, INTRAMURAL,  
RECREATIONAL, AND INTERSCHOLASTIC PROGRAMS  
AVAILABLE THROUGH THE JUVENILE  
CORRECTION TRAINING SCHOOLS  
IN NORTH CAROLINA

INSTITUTION: \_\_\_\_\_

LOCATION: \_\_\_\_\_

NUMBER OF STUDENTS ENROLLED: \_\_\_\_\_

PHYSICAL EDUCATION PROGRAM

1. What is the physical education requirement at your school?
  - ☐ a. All students are required to participate in physical education classes.
  - ☐ b. Some student are exempt from physical education classes.
  - ☐ c. There is no physical education requirement.
2. Who determines the physical education curriculum?
  - ☐ a. The Board of Juvenile Corrections.
  - ☐ b. Physical education instructor in charge of the program.
  - ☐ c. The administrator and instructor.
  - ☐ d. Planned cooperatively, including the administrator, instructor and students.
  - ☐ e. Other: \_\_\_\_\_
3. How is the physical education curriculum evaluated in terms of progress made toward predetermined objectives?
  - ☐ a. Board of Juvenile Corrections evaluates the curriculum on a regular and systematic basis.
  - ☐ b. School administrator and physical education staff evaluates curriculum at regular intervals.
  - ☐ c. Physical education staff has the sole responsibility for evaluating the curriculum.
  - ☐ d. Students are given the opportunity to assist in the evaluation of the curriculum.
  - ☐ e. There is no regular or systematic evaluation.
  - ☐ f. Other : \_\_\_\_\_
4. What opportunities are students given in planning the physical education program?
  - ☐ a. Faculty planning only.
  - ☐ b. Student - faculty committees.
  - ☐ c. Students plan within classes by arranging squads.
  - ☐ d. Students arrange tournaments.
  - ☐ e. Other: \_\_\_\_\_
5. What opportunities are students given to choose activities in which they may participate?
  - ☐ a. Students are given choice of activity within the assigned physical education class.
  - ☐ b. Proficiency tests are required in order for students to select activity.
  - ☐ c. Free choice of physical education class.
  - ☐ d. No choice of activity is given students.
  - ☐ e. Other: \_\_\_\_\_



6. What is the average number of student per class?
- \_\_\_\_\_
7. What is the student participation in physical education classes?
- \_\_\_\_\_ a. All student participate. If not, what per cent participate? \_\_\_\_\_
- \_\_\_\_\_ b. Some students are exempt for health reasons.
- \_\_\_\_\_ c. Some students may substitute other subjects or activities for physical education classes.
- \_\_\_\_\_ d. Other: \_\_\_\_\_
8. How are student classified into the various physical education classes?
- \_\_\_\_\_ a. Age - graded classes.
- \_\_\_\_\_ b. Age - non-graded classes.
- \_\_\_\_\_ c. Grade level.
- \_\_\_\_\_ d. Height and weight.
- \_\_\_\_\_ e. Skill ability.
- \_\_\_\_\_ f. General motor ability.
- \_\_\_\_\_ g. Health
- \_\_\_\_\_ h. Other: \_\_\_\_\_
9. How often does a student meet his physical education class?
- \_\_\_\_\_ a. 5 times per week.
- \_\_\_\_\_ b. 3 times per week.
- \_\_\_\_\_ c. 2 times per week.
- \_\_\_\_\_ d. Other: \_\_\_\_\_
10. What is the organization of the physical education class?
- \_\_\_\_\_ minutes a. Changing to gym uniforms.
- \_\_\_\_\_ minutes b. Checking attendance.
- \_\_\_\_\_ minutes c. Conditioning activities.
- \_\_\_\_\_ minutes d. Instruction and fundamental skills.
- \_\_\_\_\_ minutes e. Involvement in total activity.
- \_\_\_\_\_ minutes f. Taking shower and dressing.
- \_\_\_\_\_ minutes g. Other: \_\_\_\_\_
- \_\_\_\_\_ minutes h. Total class time.
11. What planned opportunities are given for student experiences in leadership?
- \_\_\_\_\_ a. Students serve as squad leaders.
- \_\_\_\_\_ b. Students lead warm-up exercises.
- \_\_\_\_\_ c. Students serve as team captains.

- ☐ d. Students serve as game officials.
  - ☐ e. Students are not given leadership opportunities.
  - ☐ f. Other: \_\_\_\_\_
12. How does the physical education program for students in graded classes differ/not differ from those in non-graded classes?
- ☐ a. Graded and non-graded students participate in the same physical education classes.
  - ☐ b. No difference in program, but students participate in separate classes.
  - ☐ c. Program differs for the two groups.
  - ☐ d. Other: \_\_\_\_\_
13. How is medical information made available to the physical education instructor?
- ☐ a. No record of a physical examination is available for the instructor.
  - ☐ b. Students are examined upon entrance to school and the report is available for the instructor's review.
  - ☐ c. There is a physical examination at regular intervals, with cumulative, usable records.
  - ☐ d. Instructor can request a current examination when he feels it would be beneficial.
  - ☐ e. Other: \_\_\_\_\_
14. What provisions are made for the use of current psychological and psychiatric evaluations on the part of the instructor for use in planning?
- ☐ a. Reports of psychological and psychiatric evaluations are not available for the instructor's use.
  - ☐ b. Staff conferences are held on each student at regular intervals and psychological and psychiatric information is reviewed.
  - ☐ c. Reports of evaluations are available to the instructor for his review.
  - ☐ d. The instructor can request a current evaluation or conference when he feels it would be beneficial.
  - ☐ e. Other: \_\_\_\_\_
15. What provisions are included in the curriculum for a program of developmental and adapted physical education?
- ☐ a. Handicapped students are exempt from the program.
  - ☐ b. Handicapped students have a planned program of individual activity within the regular physical education classes.
  - ☐ c. Handicapped students participate as much as possible in the regular program and are excused from some activities.

- ☐ d. Handicapped students alternate between a special class and the regular physical education class.
- ☐ e. The school offers separate classes in developmental and adapted physical education. Students participating in this class are unable to function in the regular program because of:
  - ☐ (1) Physically unfitness.
  - ☐ (2) Orthopedic disabilities.
  - ☐ (3) Neurological disabilities.
  - ☐ (4) Medical, sensory, and surgical conditions.
  - ☐ (5) Psychological disorders.
  - ☐ (6) Other: \_\_\_\_\_
- ☐ f. Other: \_\_\_\_\_
16. How are students evaluated in terms of achievement in physical education?
- ☐ a. Subjective evaluation by the instructor.
- ☐ b. Objective evaluation based on:
  - ☐ (1) Skill tests.
  - ☐ (2) Physical fitness tests.
  - ☐ (3) Written tests.
  - ☐ (4) Other: \_\_\_\_\_
- ☐ c. There is no student evaluation system.
17. What type grading system is used?
- ☐ a. Letter grades.
- ☐ b. Numerical grades.
- ☐ c. "S" (satisfactory) and "U" (Unsatisfactory).
- ☐ d. No grade is given.
- ☐ e. Other: \_\_\_\_\_
18. Which is the greatest "advantage" a student receives from participating in your physical education program?
- ☐ a. Greater acceptance by the peer group.
- ☐ b. Opportunity for greater success in satisfying urges, needs, and drives.
- ☐ c. Greater opportunity to stress training for satisfying participation in leisure time activities.
- ☐ d. Other: \_\_\_\_\_
19. Which of the following best meets your philosophy regarding the physical education program in the training school?
- ☐ a. Educational
- ☐ b. Recreational
- ☐ c. Therapeutic
- ☐ d. All of the above.

20. Does your program receive the full support of the administration?

- \_\_\_ a. Yes  
\_\_\_ b. No

21 What are the responsibilities of the physical education staff?

- \_\_\_ a. Devotes full-time to the physical education program.  
\_\_\_ b. Is responsible for health education.  
\_\_\_ c. Is responsible for the intramural program.  
\_\_\_ d. Is responsible for the recreational program.  
\_\_\_ e. Has various duties outside the field of physical education. Specify.

\_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_;  
\_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_;

\_\_\_ f. Other: \_\_\_\_\_

22. What provisions are made for in-service training?

- \_\_\_ a. Workshops.  
\_\_\_ b. Provision of funds for graduate study  
\_\_\_ c. Institutes  
\_\_\_ d. Local staff training sessions  
\_\_\_ e. Other: \_\_\_\_\_

23. Complete the following for each physical education staff member:

a. Educational Background:

<u>College or University</u>	<u>Degree</u>	<u>Major</u>	<u>Minor</u>
Undergraduate - _____			
(1) Graduate - _____			
Undergraduate - _____			
(2) Graduate - _____			
Undergraduate - _____			
(3) Graduate - _____			

b. Number of years teaching experience:

For (1) above \_\_\_\_\_  
For (2) above \_\_\_\_\_  
For (3) above \_\_\_\_\_





- ☐ b. Competition between cottage groups.
  - ☐ c. Teams are chosen by student captains.
  - ☐ d. Students sign up for team and individual intramural activities.
  - ☐ e. Students are assigned to a team or individual activity.
  - ☐ f. Other: \_\_\_\_\_
30. How are winning teams and individuals awarded?
- ☐ a. Ribbons
  - ☐ b. Trophies
  - ☐ c. Certificates
  - ☐ d. Rotating plaque or trophy.
  - ☐ e. Verbal recognition before the student population.
  - ☐ f. No awards are given.
  - ☐ g. Other: \_\_\_\_\_
31. What opportunities are provided for student leadership experiences within the intramural program?
- ☐ a. Students assist in selecting activities.
  - ☐ b. Students serve as managers.
  - ☐ c. Students serve as game officials.
  - ☐ d. Students serve as team captains.
  - ☐ e. Students are not given leadership opportunities.
  - ☐ f. Other: \_\_\_\_\_
32. What percentage of the school population participates in the intramural program?
- \_\_\_\_\_ %

#### RECREATIONAL PROGRAM

33. Does your school provide a recreational program?
- ☐ a. Yes
  - ☐ b. No
34. By whom is the recreational program planned?
- ☐ a. Recreation director
  - ☐ b. Physical education staff
  - ☐ c. Cottage parents
  - ☐ d. Students
  - ☐ e. Other: \_\_\_\_\_
35. By whom is the recreational program supervised?
- ☐ a. Recreation director
  - ☐ b. Physical education staff



- ☐ c. Cottage parents  
☐ d. Other faculty members. Specify. \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_.  
☐ e. Program is not supervised.  
☐ f. Other: \_\_\_\_\_
36. Which of the following describes the supervision of the recreational program?
- ☐ a. Adequate  
☐ b. Inadequate
37. When do students participate in recreational activities?
- ☐ a. Before classes.  
☐ b. Activity period.  
☐ c. After regular school classes.  
☐ d. Noon hour  
☐ e. Night  
☐ f. During any available free time.
38. Does the recreation program receive assistance from community volunteer groups?
- ☐ a. Yes  
☐ b. No
- If "yes", indicate which group(s).
- \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_;  
 \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_

## INTERSCHOLASTIC PROGRAM

39. Does your school participate in interscholastic competition?  
 \_\_\_\_\_ a. Yes  
 \_\_\_\_\_ b. No
40. If school participates in interscholastic competition, complete the following:

<u>ACTIVITY</u>	<u>Number of games, matches, meets per year</u>	<u>Number of students participating</u>

## APPENDIX D

## Activity Check List

## ACTIVITY CHECK LIST

Institution: \_\_\_\_\_

The following section pertains to activities in which your students participate during physical education classes, intramurals, and the recreational program. Directions for your response to each column is as follows:

ACTIVITY - This column lists a variety of activities which might be included in your program. Activities not listed, but included in the curriculum, should be listed at the end of the appropriate section.

PHYSICAL EDUCATION CLASS - If activity is a part of your curriculum, indicate by checking the space provided in this column.

GRADE LEVEL - Indicate the grade level in which students receive instruction in activity. If the activity is provided for ungraded classes, insert "UG" for ungraded.

LENGTH - Indicate in months or weeks the amount of time spent on activity in the physical education class.

INTRAMURALS - If activity is included in the intramural program, indicate by checking the space provided in this column.

GRADE LEVEL - Indicate the grade level(s) in which students participate during intramural activity. Use "UG" for ungraded students.

STUDENT PARTICIPATION - Of students eligible to participate in intramural activity, give an estimated percentage of participation.

RECREATION - If activity is available to students on a recreational basis, indicate by checking the space provided in this column.

Activity	P.E. Grade		Length	Intra- Grade		Student	
	Class	Level		mural	Level	Partici-	Recre-
						pation	ation
INDIVIDUAL							
SPORTS:							
<u>Aquatics</u>							
Swimming:							
Beginning							
Intermediate							
Advanced							
Speed							
Diving							
Lifesaving							
Synchronized							
swimming							
Other:							
Archery							
Badminton							
Bowling							
Fencing							
Golf							
Gymnastics:							
Apparatus							
Trampolining							
Tumbling							
Other:							
Handball							
Squash Racquets							
Tennis							
Track & Field:							
Sprints							
Distance							

Activity	P.E. Grade	Class Level	Length	Intra- mural	Grade Level	Student Partici- pation	Recre- ation
Hurdles							
Relay							
Shot Put							
Discus							
Javelin							
High Jump							
Broad Jump							
Pole Vault							
Other:							
Wrestling							
Other:							
TEAM SPORTS:							
Baseball							
Basketball							
Field Hockey							
Lacrosse							
Soccer							
Softball							
Speedball							
Touch Football							
Volleyball							
Water Polo							
Other:							

Activity	P. E. Grade		Length	Intra- Grade		Student	
	Class	Level		mural	Level	Partici-	Recre-
						pation	ation
DANCE:							
Folk							
Modern							
Social							
Other:							
BODY CONDITION-							
ING:							
Body Mechanics							
Weight Training							
Other:							
RECREATIONAL:							
Angling							
Camping							
Deck Tennis							
Hiking							
Horseshoes							
Paddle Tennis							
Table Tennis							
Tetherball							
Other:							
LOW ORGANIZATION:							
Apparatus Play							
Body Mechanics							
Classroom Games							



Activity	P.E. Grade		Length	Intra- Grade		Student	Partici-	Recre-
	Class	Level		mural	Level		pation	ation
Dual Games								
Folk Dances								
Lead-up Games								
Individual Games								
Movement Edu- cation								
Relays								
Rhythms								
Self Testing								
Stunts and Tumbling								
Tag Games								
Team Sports								
Other:								

ADDITIONAL ACTIVITIES MAY BE LISTED BELOW:


## EQUIPMENT CHECK LIST

1. Check the equipment which was previously described

the equipment available for your program. Indicate if the equipment is "AVAILABLE" or "UNAVAILABLE" to meeting the needs of the program. If the equipment listed is not available, check the appropriate "UNAV" label and additional equipment available and set forth on the following check list and mark the appropriate boxes.

## APPENDIX E

## Equipment Check List

## EQUIPMENT CHECK LIST

Institution: \_\_\_\_\_

Check the appropriate space which most accurately describes the equipment available for your program. Indicate if the equipment is "ADEQUATE" or "INADEQUATE" in meeting the needs of the program. If the equipment listed is not available, check the space marked "NONE". List any additional equipment available but not listed on the following check list and mark the appropriate space.

EQUIPMENT	ADEQUATE	INADEQUATE	NONE
Permanent Playground Equipment:			
Baseball and softball backstops			
Basketball backboards & goals			
Chinning bars			
Field hockey cages or posts			
Pits:			
Broad jump			
High jump			
Vaulting			
Soccer goal posts			
Tennis net posts			
Tetherball posts			
Volleyball net posts			
Other:			

EQUIPMENT	ADEQUATE	INADEQUATE	NONE
Gymnasium Equipment:			
Basketball backboards and goals			
Chinning bars			
Gymnastic:			
Balance beam			
Beat board			
Climbing ropes			
Horizontal bar			
Long horse			
Parallel bars			
Rings			
Safety belt			
Side horse			
Springboard trampoline			
Stall bars			
Trampoline			
Mats and mat covers			
Mat truck			
Phonograph			
Standards for:			
Badminton			
High jump			
Pole vault			
Volleyball			
Table tennis tables			

EQUIPMENT	ADEQUATE	INADEQUATE	NONE
<u>Vaulting box</u>			
<u>Weight lifting sets</u>			
<u>Other:</u>			
Activity Equipment:			
Angling:			
<u>Rods</u>			
<u>Reels</u>			
<u>Lines</u>			
<u>Lures</u>			
Archery:			
<u>Bows</u>			
<u>Arrows</u>			
<u>Quivers</u>			
<u>Targets and target stands</u>			
<u>Finger protectors</u>			
<u>Arm guards</u>			
Badminton:			
<u>Nets</u>			
<u>Rackets</u>			
<u>Shuttlecocks</u>			
Baseball:			
<u>Bats</u>			
<u>Balls</u>			
<u>Bases</u>			
<u>Catcher equipment</u>			
<u>Gloves</u>			

EQUIPMENT	ADEQUATE	INADEQUATE	NONE
Head protectors			
Basketballs			
Bowling:			
Balls			
Pins			
Deck tennis rings			
Fencing:			
Foils			
Mask			
Body protectors			
Gloves			
Field Hockey:			
Hockey sticks			
Hockey balls			
Shin pads			
Goalkeeper equipment			
Footballs			
Golf:			
Practice balls			
Standard balls			
Clubs			
Handball:			
Balls			
Gloves			
Horseshoes			
Lacrosse:			
Crosse			



EQUIPMENT	ADEQUATE	INADEQUATE	NONE
<u>Balls</u>			
<u>Paddle tennis sets</u>			
<u>Shuffleboard:</u>			
<u>Cue sticks</u>			
<u>Discs</u>			
<u>Soccer balls</u>			
<u>Softball:</u>			
<u>Balls</u>			
<u>Bats</u>			
<u>Bases</u>			
<u>Catcher equipment</u>			
<u>Gloves</u>			
<u>Squash Racquets:</u>			
<u>Balls</u>			
<u>Rackets</u>			
<u>Telltale</u>			
<u>Swimming:</u>			
<u>Diving blocks</u>			
<u>Fins</u>			
<u>Kick boards</u>			
<u>Table tennis:</u>			
<u>Balls</u>			
<u>Nets</u>			
<u>Paddles</u>			
<u>Tennis:</u>			
<u>Balls</u>			

EQUIPMENT	ADEQUATE	INADEQUATE	NONE
<u>Rackets</u>			
<u>Nets</u>			
<u>Tetherballs</u>			
Track and Field:			
<u>Batons</u>			
Cross bars:			
<u>High jump</u>			
<u>Pole vault</u>			
<u>Discus</u>			
Hurdles:			
<u>High</u>			
<u>Low</u>			
<u>Javelin</u>			
Jumping standards:			
<u>High jump</u>			
<u>Pole vault</u>			
<u>Shot</u>			
<u>Starting blocks</u>			
<u>Starting pistol</u>			
<u>Toe board</u>			
<u>Vaulting poles</u>			
Volleyball:			
<u>Balls</u>			
<u>Nets</u>			
<u>Other:</u>			

EQUIPMENT	ADEQUATE	INADEQUATE	NONE
Supplies:			
Ball cleaner			
First aid supplies			
Jumping ropes			
Lime marker			
Pull-overs			
Pump inflator			
Rakes			
Shovels			
Stop watches			
Tapes			
Towels			
Whistles			
Other:			

## APPENDIX F

## Facility Check List

## FACILITY CHECK LIST

Institution: \_\_\_\_\_

## OUTDOOR AREA:

1. Do the outdoor areas include an adequate number of teaching stations suitable for a variety of activities and large enough to accommodate the peak load assigned to the area at any one time?

☐ Adequate  
☐ Inadequate  
☐ None

2. Are there sufficient playing fields properly located, marked and equipped for multiple use?

☐ Adequate  
☐ Inadequate  
☐ None

3. Is the area properly surfaced, graded, drained and if necessary, enclosed?

☐ Adequate  
☐ Inadequate  
☐ None

4. Is there a multi-purpose, hard-surfaced area large enough for effective class instruction and marked for tennis-type games, basketball, and volleyball?

☐ Adequate  
☐ Inadequate  
☐ None

5. Is there an adequately constructed, surfaced and drained track and field area?

☐ Adequate  
☐ Inadequate  
☐ None

6. Is night lighting provided?

☐ Adequate  
☐ Inadequate  
☐ None

Type playing fields and general comments:

INDOOR AREAS:

1. Is the gymnasium large enough to accommodate a full program of physical education?  
☐ Adequate  
☐ Inadequate  
☐ None
2. Are there arrangements for seating of spectators so that play or activity space is not seriously affected?  
☐ Adequate  
☐ Inadequate  
☐ None
3. Does the gymnasium have adequate light, ventilation and heat?  
☐ Adequate  
☐ Inadequate  
☐ None
4. Is there a first-aid center available with adequate and suitable supplies?  
☐ Adequate  
☐ Inadequate  
☐ None
5. Is the floor space marked for a variety of activities including basketball, volleyball, tennis-type games, shuffleboard, and wall handball?  
☐ Adequate  
☐ Inadequate  
☐ None
6. Is there adequate storage space for physical education equipment and supplies near the activity area?  
☐ Adequate  
☐ Inadequate  
☐ None



7. Is there adequate classroom space located near the activity area?

☐ Adequate  
☐ Inadequate  
☐ None

8. Have classrooms been converted for use in activities?

☐ Adequate  
☐ Inadequate  
☐ None

9. Is the instructor's office properly equipped and adjacent to the indoor court and/or dressing rooms?

☐ Adequate  
☐ Inadequate  
☐ None

General Comments:

DRESSING AND SHOWER AREAS:

1. Is the dressing room large enough to accommodate the largest group using the area at any one time?

☐ Adequate  
☐ Inadequate  
☐ None

2. Are faculty members provided with appropriate dressing rooms and showers?

☐ Adequate  
☐ Inadequate  
☐ None

3. Are storage areas for physical education uniforms provided?

☐ Adequate  
☐ Inadequate  
☐ None

4. Are the dressing rooms equipped with benches, mirrors, clothes hooks and/or metal lockers?

☐ Adequate  
☐ Inadequate  
☐ None

5. Are there adequate dressing, shower, and storage areas for athletic teams?

☐ Adequate  
☐ Inadequate  
☐ None

6. Are shower facilities adequate in accommodating the largest group using the area at any one time?

☐ Adequate  
☐ Inadequate  
☐ None

7. Are adequate lavatories provided?

☐ Adequate  
☐ Inadequate  
☐ None

8. Are toilet facilities adequate?

☐ Adequate  
☐ Inadequate  
☐ None

9. Are adequate drinking fountains provided?

☐ Adequate  
☐ Inadequate  
☐ None

General Comments: